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ABSTRACT

This is an administrative guide for bilingual/bicultural education programs in the Detroit, Michigan, public schools. The first section of the guide provides background on the legal mandate for bilingual education. Section two discusses the identification and selection of limited English-speaking ability pupils for bilingual services. The third section reviews issues pertinent to the selection and maintenance of qualified bilingual education personnel. In section four, the selection of an appropriate educational design is considered through the analysis of six potential bilingual classroom models. Section five covers parent and community participation, and section six offers lists of resource materials, and consultant personnel. Extensive appendices include: (1) a discussion on the historical development of bilingual/bicultural education; (2) the text of Michigan Public Act 294 (1974); (3) a pupil profile form; (4) sample letters to parents in several languages; (5) job descriptions for central and regional program personnel; and (6) a glossary of terminology. (APM)

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DETROIT PUBLIC SCHOOLS

DIVISION OF EDUCATIONAL SERVICES

DEPARTMENT OF CURRICULUM DEVELOPMENT AND SERVICES

DEPARTMENT OF BILINGUAL/BICULTURAL EDUCATION

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GUIDE TO THE ADMINISTRATION OF BILINGUAL/BICULTURAL EDUCATION PROGRAMS IN THE DETROIT PUBLIC SCHOOLS

1978

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Our schools have the distinct privilege of educating children and youth and who have uniquely diverse cultural heritages. It is our hope that educators can continue to grow in their awareness of Detroit's multicultural milieu through the series of publications; that students of all races, cultures, and language backgrounds can share in the vast storehouse of knowledge which is our community.

Each guide in the series has been written by a primary resource, a classroom teacher representative of the target culture. Lessons, activities and evaluation components have been designed to correlate with salient aspect of each culture. The section entitled "Survival Sentences" provides transliterated sentences and phrases in the target language to facilitate communication with limited English speaking students.

These guides are designed to be used. We invite you, the teachers to put them to work in your classrooms. A general evaluation form has been included on the last page of each guide. Your comments, suggestions, criticisms are vital in tailoring this series to your needs and the needs of your students.

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INTRODUCTION

The implementation of a bilingual/bicultural education program explicitly offers a dual challenge to local administrators and staffs to interface a different methodology with existing curriculum designs while assuring the integration of students of limited English-speaking ability with their English-speaking peers.

Recognizing this dual challenge to local administrators, and the general inexperience of administrators and staff in implementing a bilingual/bicultural education program, it is hoped that this document will provide background, policy and procedures to expedite the development of a comprehensive bilingual/bicultural education program at the local school level.

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PART I

BILINGUAL/BICULTURAL EDUCATION:
HISTORICAL DEVELOPMENT, DEFINITION, AND RESPONSIBILITIES

THE DEFINITION AND PURPOSE OF BILINGUAL/BICULTURAL EDUCATION

Bilingual Education is generally defined as the use of two languages, one of which is English, the other the native language of the child, as the media of instruction in a well organized program that encompasses part of all the curriculum and includes the study of the history and culture associated with the native language.

The purposes of Bilingual/Bicultural Education are three-fold. First it provides limited English-speaking pupils with access to continuous academic progress by allowing the child to develop his initial cognitive skills in his native language. Secondly, bilingual education provides the mechanism by which the child can make an effective transition to the use of the English language. Finally, by focusing on the history and culture of the native language, Bilingual Education serves to enhance the self-concept of the child.

Current learning theories support the purposes of bilingual education. Research has indicated that a child begins his formal education with a complete oral language system upon which further cognitive development will be based. Therefore, it is logical that the initial learning of skills, especially those of reading, be accomplished in the child's native language.

Research has also shown that the acquisition of a second language is more easily done when a child has mastered the skills of speaking, listening, reading and writing in his native language.

Consequently, bilingual education concentrates on building skills in the child's first language while providing the child with oral language experiences in the second language. A transition toward full-time English language instruction takes place over a period of time in which the limited English-speaking child accumulates skill mastery in his first language and demonstrates increasing proficiency in English.

The literature suggests that the rejection of the child's heritage and language may have a detrimental effect on the child's self-concept. The consequences of a low self-concept among children of limited English-speaking ability historically have been poor academic performance and high drop-out rates. Bilingual Education attempts to enhance the self-concept of the limited English-speaking child by providing an environment which respects the child's language and helps the child to sense pride in his heritage and cultural roots.

In recent years, Michigan State policy and law have followed the example of the Federal government rulings. In 1971, the Department of Education approved a document entitled "The Common Goals of Michigan Education." This declaration stated:

> "Michigan education must recognize and respect the needs for special academic and administrative measures in schools serving students whose native tongue is one other than English. These students should be encouraged and assisted to develop their skills in their native language while they are acquiring proficiency in English....Bilingual Programs should be provided in order that the student may develop their bilingual skills and enhance their educational experience rather than be forced into the position of a disadvantaged student."

In October of 1974, the governor of the State of Michigan signed Public Act 294, which embodied into law many of the issues concerning Bilingual Education that were proposed in "The Common Goals of Michigan Education."

The Detroit Public Schools Bilingual/Bicultural Education Program is one of the quality education components ordered as part of the desegregation order by the Federal District Court in 1975. As one response to the court order, the Detroit Public Schools submitted to the Federal District Court a School Plan for Bilingual/Bicultural Education that points out their moral responsibility to educate all children and youth, including those whose native language is other than English. (Complete text of Public Act 294, 1974 can be found in Appendix B of this guide).

HISTORICAL DEVELOPMENT OF BILINGUAL/BICULTURAL EDUCATION IN THE UNITED STATES

The origin of Bilingual Education in the United States dates back to the early nineteenth century. During the early 1800's public laws in some states were permissive toward the use of a language other than English as a medium of instruction.

The period 1890-1923 witnessed a gradual reversal of this trend in the public schools. "Nativist" fears of foreign influence by World War I resulted in numerous anti-immigration laws. In fact, thirty-four states adopted legislation specifying English as the medium of instruction in their public schools, and seven states actually could revoke the certification of a teacher found teaching in a language other than English.

The reinstitution of bilingual education in public schools began in some southern states in the early 1960's and received Federal support with the passage of Title VII of the Elementary and Secondary Education Act of 1968, commonly called the Bilingual Education Act. The Bilingual Education Act was amended in 1974 to increase the financial support and broaden the development aspects of bilingual education.

The Federal Bilingual Education Act of 1974 specifically provided for instruction in the native language of the children of limited English-speaking ability in order to allow those children to progress effectively through the educational system.

In addition to Congressional legislation, the Department of Health, Education, and Welfare issued the "May 25th Memorandum of 1970". It included a recommendation to school districts receiving federal monies to pursue an affirmative action policy of recruiting and employing teachers who were bilingual, and sensitive to the cultural differences of students of limited English speaking ability. The memorandum further stipulated that districts should develop a curriculum that "does not penalize students" who came to school with language skills in languages other than English.

In 1974, the U.S. Supreme Court in the Lau vs. Nichols case, unanimously handed down a landmark decision for bilingual education which stated that service and treatment in education are not equal merely because all students are provided with the same facilities, books, teacher, and curriculum.

Note: A more detailed description of the historical development of Bilingual/Bicultural Education can be found in Appendix A of this document.

STATE AND LOCAL RESPONSIBILITIES FOR IMPLEMENTATION OF A BILINGUAL/BICULTURAL EDUCATION PROGRAM

STATE RESPONSIBILITIES

The Michigan State Board of Education fully supports the implementation of bilingual education programs in each of the school districts in the State having an enrollment of twenty or more limited English-speaking students. Accordingly, the State Board of Education has set forth six guidelines for action in the area of bilingual instruction.

1. Students receiving bilingual instruction should be encouraged and assisted to develop skills in their native language while they are acquiring proficiency in English.

2. Students receiving bilingual instruction should achieve at a rate commensurate with their own age, ability,and grade level in all school subjects.

3. Students receiving bilingual instruction should demonstrate growth in self-esteem.

4. Students receiving bilingual instruction should be provided with a coordinated and integrated learning environment through effective articulation within the general school program.

5. All teachers and staff members of schools offering bilingual education should be involved in a comprehensive in-service training program.

6. Parents and other community members should be involved in the planning, implementation, and evaluation of bilingual instruction programs.

It is the attitude of the State Board of Education that bilingual education should be an integral part of a program of quality education. To show its support for bilingual/bicultural education, the MDE created an office of Bilingual Education staffed by a director and other consultants.

The tasks of the State Office of Bilingual Education are:

1. To coordinate bilingual programs within the state.
2. To provide research, development, and dissemination of information to local districts; and to assist local districts with consultant and technical service.

LOCAL RESPONSIBILITIES

The Detroit Board of Education, acting in compliance with State law and the mandate of the Federal District Court, has given its policy approval and financial support to the implementation of a comprehensive Bilingual Education Program in the Detroit Public Schools. Dr. Arthur Jefferson expressed the position of the District on January 20, 1977, when he stated that, "The Detroit Public Schools recognizes its moral, legal, and social responsibility to offer an equal educational opportunity to all children regardless of language and/or cultural backgrounds... through the implementation of Bilingual/Bicultural Education."

The system-wide effort to initiate bilingual education in schools serving students of limited English-speaking ability was begun with the creation of the Bilingual Education Office at the Central Office level. The Bilingual Education Office is staffed by a Director and a team of supervisors whose functions are to coordinate and oversee the implementation of local bilingual education programs.

Among the specific duties of the Director of Bilingual Education and his staff are the following:

1. To establish bilingual education curriculum guidelines.
2. To provide bilingual curriculum materials and related resources.
3. To recruit, interview, and recommend the employment of certified and endorsed bilingual teachers as well as support personnel.
4. To provide pre-service and in-service training for the bilingual staff.
5. To supervise the bilingual instructional process.
6. To involve the community in city-wide bilingual education through the activity of the Bilingual/Bicultural Education Advisory Council.

Each of the eight regional subdivisions which serve children of limited English-speaking ability have specific responsibilities toward the Bilingual/Bicultural Education Program. First, each region will cooperate in the distribution and implementation of the needs assessment, identifying the numbers of pupils and language groups to be served. Secondly, the regional administration, in cooperation with the Department of Bilingual/Bicultural Education, will designate the local schools in which bilingual education programs will be installed. Thirdly, the Regional Office Administration, in cooperation with the Department of Bilingual Education, will provide leadership and support to local schools in the development of bilingual education programs.

Finally, the regional office personnel responsible for curriculum and instruction must assist the Department of Bilingual/Bi-

cultural Education in monitoring the quality of bilingual instruction being offered in the local schools and in providing assistance in the identification of qualified staff, materials and supplies.

The responsibility for the delivery of bilingual education rests with the administrators and staff of the local schools. Administrators' and staff responsibility toward the local bilingual programs includes the following:

1. To demonstrate a commitment to bilingual/bicultural education.
2. To design and implement the program at the local level.
3. To be involved in pre-service and in-service staff development programs.
4. To assess the pupil population and to identify those pupils of limited English-speaking ability to be served using a variety of assessment instruments.
5. To provide bilingual classroom instruction.
6. To identify and secure appropriate classroom materials and supplies.
7. To provide for the on-going evaluation and assessment of progress of pupils in the bilingual program.
8. To involve the local community in the bilingual program through activity in a recognized parent body such as the PTA, PTO, Advisory Council, or School-Community Relations Committee.

PART II

IDENTIFICATION AND SELECTION OF LIMITED ENGLISH-SPEAKING ABILITY PUPILS FOR BILINGUAL/BICULTURAL EDUCATION SERVICES

DESCRIPTION OF LIMITED ENGLISH-SPEAKING ABILITY PUPILS

Public Act 294, 1974 (State of Michigan) describes pupils of limited English-speaking ability as those pupils who "have or reasonably may be expected to have difficulty performing ordinary classwork in English because their native tongue is a language other than English, or because they come from a home or environment where the primary language used is a language other than English".

PROCEDURES FOR IDENTIFYING LIMITED ENGLISH-SPEAKING ABILITY PUPILS

A. In September of each school year, the Bilingual Education Department will provide the local schools with a computer listing,(by school), of pupils who have been previously declared eligible for Bilingual/Bicultural Education Services. During the first and second weeks of September, the bilingual teacher(s) assigned to the school should examine the computer listing and identify the pupils still enrolled in the school. The pupils identified in this process will comprise the basic list of pupils to be evaluated for continued eligibility to receive Bilingual/Bicultural Education Services.

B. Pupils newly enrolled in a school from outside of the Detroit School District, should be identified as potential candidates for Bilingual/Bicultural Education Services as they enroll. Information requested at the time of enrollment should include the pupil's language and the language spoken in the pupil's home. If the pupil's language or the home language is other than English, the pupil's name should be referred to the bilingual teacher(s) for further evaluation.

   Please note that the clerical staffs should be alerted to the fact that pupils who are not citizens of the United States and who are enrolling for the first time, must be referred to the Detroit Public Schools Attendance Dept. located in room 672 of the Schools Center Building. The card provided by the Attendance Dept. must be returned to the school before the student can be officially enrolled.

C. As an additional assurance that each eligible pupil will be identified, the total school staff should be advised to refer to the administration the name of any pupil who may have been overlooked in the identification process.

D. The parents need to be encouraged to get involved in the identification process by total school staff.

E. The identification of pupils eligible for Bilingual/ Bicultural Education Services will be a continuous process because of pupil mobility. Consequently, the local staffs will need to be consistent in applying the identification procedures.

PROCEDURES FOR DETERMINING PUPIL ELIGIBILITY TO RECEIVE BILINGUAL/ BICULTURAL EDUCATIONAL SERVICES

A. Once the potential candidates have been identified, their cumulative records will be reviewed to determine eligibility. The reading stanine of each pupil according to the latest available standardized test score should be examined. Eligibility will be determined on the basis of the following:

1. Those students in K-2 will be eligible.

2. Those students in grades 3-12 with no standardized reading test score will be eligible.

3. Those students in grades 3-12 with standardized reading test scores in the bottom 3 stanines will be eligible.

Grade When Tested	Test Used	Grade Equivalent	Percentile Rank
3	ITBS	2.7 or below	22 or below
4	ITBS	3.5 or below	22 or below
5	ITBS	4.5 or below	22 or below
6	ITBS	5.5 or below	22 or below
7	ITBS	6.1 or below	22 or below
9	TAP		22 or below
11	TAP		22 or below

4. Those students in grades 3-12 with standardized reading test scores in stanines 4-9 will not be eligible. This information should be placed at the top of the student's pupil profile form.

NOTE: All students determined to be eligible will be tested using the Language Assessment Scale to determine the type of service the student will receive.

B. Eligible students will be classified according to their score on the Language Assessment Scale. The Categories are as follows:

Category 1 - Non-English speaker
Category 2 - Non-English speaker; apparent linguistic deficiencies
Category 3 - Limited English speaker
Category 4 - Near fluent English speaker
Category 5 - Totally fluent English speaker

Heretofore, students have been classified as A, B, or C. The new categories allow for a better description of each pupil's proficiency in English.

C. First priority for Bilingual/Bicultural Education services will be given to pupils in Categories 1 and 2. Category 3 pupils will receive second priority for services. Pupils in Categories 4 and 5 should also receive Bilingual/Bicultural Education Services. However, if a local school is unable to provide Bilingual/Bicultural Education services to the Category 4 and 5 pupils, the school should seek to provide the pupils with other special program services available in the building.

The Region Superintendent, or his designee, must be notified by the building administrator when the school is not able to accommodate all pupils determined to be eligible to receive Bilingual/Bicultural Education Services.

PROCEDURES FOR MAINTAINING THE PUPIL PROFILE FORM FOR PUPILS ELIGIBLE FOR BILINGUAL/BICULTURAL EDUCATION SERVICES

A. The Bilingual Teacher(s) assigned to the school will be responsible for preparing a Pupil Profile Form in duplicate for each child who may be eligible to receive Bilingual/Bicultural Education Services.

Please Note: The data needed to complete the Pupil Profile will serve two functions. First, the data will be used to determine the eligibility of the pupil to receive Bilingual/Bicultural Education Service. Secondly, the data will provide background information on each child enrolled in Bilingual/Bicultural Education Programs, and will become part of the pupil's cumulative record.

B. If the pupil is determined to be eligible to receive Bilingual/Bicultural Education Services, the original (yellow) copy of the Pupil Profile will be sent to the Region Superintendent, or his designee, to be forwarded to the Bilingual Education Department. The duplicate copy of the Pupil Profile will remain with the bilingual teacher(s), and must be updated periodically as information becomes available.

C. If a review of the profile indicates that the pupil is not eligible to receive Bilingual/Bicultural Education Services, a statement to that effect must be placed on the top of page one of the Pupil Profile. The original (yellow) copy of the Pupil Profile will be sent to the Region Office. The duplicate copy is to be placed in the pupil's cumulative record.

D. The original (yellow) copies of the completed Pupil Profiles for pupils enrolled in the bilingual program by the September Fourth Friday Count must be received in the Region Office no later than the first Friday in October. Profiles of pupils enrolled after the Fourth Friday Count should be submitted to Region Office immediately following determination of the pupil's eligibility.

E. The data necessary to complete the Pupil Profile Form can be obtained from existing records, through direct contact with the pupil, and/or his parents or guardians.

F. At the conclusion of each school year, or whenever the pupil leaves the school, the Pupil Profile Form must be brought up-to-date, and must be inserted in the pupil's cumulative record folder. The Pupil Profile Form will become part of the permanent record of a pupil receiving Bilingual/Bicultural Education Services. The bilingual teacher must maintain the form accurately, and must be certain that complete information is reported for each year that the pupil is enrolled in a Detroit Public School Bilingual/Bicultural Program.

G. In situations where no bilingual teacher is assigned to a school, the local administrator should contact the Region Superintendent, or his designee, for assistance in completing the Pupil Profile Form.

H. The bilingual teacher(s) will be responsible for providing the Bilingual Education Department with a monthly listing of pupils receiving Bilingual/Bicultural Education Services. Forms will be provided for this purpose.

PROCEDURES FOR COMPLETING THE PUPIL PROFILE FORM

A. Prepare a Pupil Profile Form in duplicate for each pupil to be evaluated for eligibility to receive Bilingual/ Bicultural Education Services.

B. Type or print carefully all information requested on the Pupil Profile Form.

1. Complete the first eight lines using information from existing records or the enrollment information forms. A student identification number must appear on the profile form when it is submitted to the Region Office.

2. Enter on the spaces provided the results of any tests of language proficiency or language dominance administered to the pupil. Do not use achievement test results.

3. Move down to the area called "Test Record" and do the following:

a) Find the partially shaded line.

b) Enter the most recent standardized test scores and the test date in the appropriate columns.

c) Enter "N/A" if standardized test scores are not available.

d) Determine the pupil's language code (1, 2, 3, 4, or 5) and enter it in the right-hand column of the partially shaded line. The code will be determined according to the following categories:

Category 1: Those pupils who are non-English speakers (score of 1 on LAS)

Category 2: Those pupils who are non-English speakers and have apparent linguistic deficiencies (score of 2 on LAS)

Category 3: Those pupils who are limited English speakers (score of 3 on LAS)

Category 4: Those pupils who are near fluent English speakers (score of 4 on LAS)

Category 5: Those pupils who are totally fluent English speakers (score of 5 on LAS)

4. If the pupil is not eligible, write "Not Eligible" at the top of page one of the Pupil Profile Form. Send the original copy to the Region Office and insert the duplicate copy in the pupil's permanent record folder.

5. If the pupil is eligible, do the following:

   a) Enter on the space provided the date when the certified letter of notification of eligibility and enrollment was sent to the parents or guardians. Attach the postal receipt to the school copy of the Pupil Profile.

   b) Enter on the space provided on the first unshaded line under "Test Record" the school year in which the pupil receives Bilingual/Bicultural Education Services. The remaining spaces on this line will be used to record data that becomes available during the school year.

   c) Enter on the heading of page two the pupil's name and identification number.

   d) Review the left hand column labeled "Program Code". Circle the code numbers of all the subjects special program, services, and special support services, actually received by the pupil.

   e) Enter on the spaces provided the school name, school year and current grade of the pupil.

   f) On the column labeled "Sessions Per Week," enter the number of times per week that the pupil receives the services previously identified.

   g) Final grades in Bilingual Program subjects will be entered on the school copy of the Pupil Profile Form in June of each year that the pupil receives Bilingual/Bicultural Education Services.

PROCEDURES FOR NOTIFYING PARENTS OF THE ELIGIBILITY AND PLACEMENT OF PUPILS IN BILINGUAL/BICULTURAL EDUCATION PROGRAM

A. Public Act 292 specifies that a **registered** letter of notification of eligibility and enrollment in a bilingual program be sent to the parents or guardians of a limited English-speaking pupil prior to the child's placement in a bilingual program.

B. The letter must conform to the following specifications:

   1. The letter must be written in English and in the native language of the child.

   2. The letter must contain a simple, non-technical description of the purposes, methods, and content of the program.

   3. The letter must contain an invitation to parents or guardians to visit the program.

   4. The letter must inform the parents or guardians of their right to refuse placement, or withdraw their child from the program, and the procedure for doing so.

C. Attach the return receipt for the registered letter of notification to the Pupil Profile Form.

TESTING AND EVALUATION

BILINGUAL/BICULTURAL EDUCATION

PURPOSES AND USES

A. The selection of valid reliable test instruments and the use of appropriate evaluative procedures are vital to the operation of a bilingual program in selecting the design of the program and monitoring its performance.

B. General Uses of Tests

1. To diagnose and assess the needs of pupils eligible for bilingual instruction.

2. To prescribe suitable bilingual instruction for eligible pupils.

3. To measure the academic growth of pupils enrolled in a bilingual program.

C. Specific Uses of Test Results

1. Achievement Tests

a. To measure pupil's growth in a particular body of knowledge or proficiency in certain skills.

b. To be used in conjunction with other data to determine the level of attainment of pupils at the point of entry into a bilingual program.

c. To measure the academic growth of pupils at selected intervals during their participation in a bilingual program.

2. Readiness Tests

To measure the extent to which a pupil has achieved a degree of maturity and has acquired certain needed skills to be successful in a new learning situation.

3. Language Proficiency Tests

a. To determine the level of English proficiency of limited English-speaking pupils.

b. To determine a pupil's proficiency in his first language.

c. To establish a pupil's eligibility for bilingual services.

4. Language Dominance Test

To determine the language of instruction to be used with the pupil.

CAUTIONS TO BE OBSERVED IN THE ADMINISTRATION AND INTERPRETATION OF TEST RESULTS

A. A pupil whose native language is a language other than English, and who does not have reading and comprehension skills in English, should not be administered an achievement or aptitude test in English. A test should be selected in the native language of the pupil in order to adequately measure his achievement and aptitude.

B. The results should be used as indicators or estimates and not as a total determiner of the pupil's characteristics.

MAINTENANCE OF TEST DATA

A. Test data should be recorded on a Pupil Profile Form for every pupil enrolled in a bilingual program. This data should be up-dated as new data becomes available.

B. Local test coordinators should work closely with the bilingual staff in developing adequate testing and evaluation procedures.

C. Local test coordinators should:

1. Assist in the selection of appropriate instruments in the identification of pupils eligible for bilingual services and in the determination of their needs.

2. Assist in the interpretation and evaluation of test data as it relates to the developing of instructional designs for bilingual programs.

3. Assist in the planning of on-going evaluations for bilingual programs.

PART III

PERSONNEL

BILINGUAL/BICULTURAL EDUCATION

PERSONNEL - BILINGUAL/BICULTURAL EDUCATION

CENTRAL AND REGION PERSONNEL

A. Director, Bilingual/Bicultural Education

B. Supervisor, Bilingual/Bicultural Education

C. Junior Administrative Assistant

D. Resource Teacher

E. Demonstration Teacher

NOTE: An outline of the duties and responsibilities of the above personnel can be found in Appendix E (page).

LOCAL SCHOOL PERSONNEL

A. Bilingual Classroom Teacher

1. Qualifications

a. Must be able to satisfy the legal requirements for teaching in the State of Michigan and possess at least a Bachelor's Degree from an accredited institution of higher learning.

b. Has speaking fluency in Arabic, Chadean, Italian, Polish, Spanish, Serbo-Croatian, Chinese, or other appropriate language and English.

c. Reads and writes effectively in Arabic, Chaldean, Italian, Polish, Spanish, Serbo-Croatian, or other appropriate language and English.

d. Has bilingual endorsement, or is willing to enroll in an endorsement program at a college or university.

e. Preference given to candidates with course work in the following areas:

1. Elementary and/or secondary education
2. Child and/or adolescent psychology
3. Curriculum planning and materials development
4. Theory and methods in Bilingual Education and/or TESOL (Teaching English to Speakers of Other Languages)

f. Preference given to candidates who have had teaching experience in bilingual and/or foreign language education.

2. Teacher Responsibilities

a. To assess student educational needs.

b. To administer diagnostic academic and linguistic tests.

c. To plan and organize classroom learning activities for students in the bilingual education program.

d. To direct and monitor these activities.

e. To test and evaluate student academic achievement.

f. To report student progress to other building staff members and parents.

g. To review, evaluate, and select bilingual instructional materials.

h. To interpret the concept of bilingual/bicultural education program to staff, parents, and community.

i. To participate in opportunities for professional growth (in-service workshops, seminars, conferences, etc.).

j. To complete and update the Pupil Profile for Bilingual students.

k. To assist in determining pupil eligibility for bilingual services.

B. Educational Technician - Bilingual/Bicultural Education

1. Responsibilities

a. To assist the teacher with instructional tasks assigned to individual students or small groups of students.

b. To assist the teacher with related tasks such as record-keeping, checking students' work, preparing and passing out instructional materials, etc.

c. To serve as liaison between the school staff and the parents of children in the program.

d. To give supportive services as an advisor to the students in the bilingual/bicultural education program.

e. To participate in in-service workshops.

f. To cooperate in carrying out any other assigned tasks deemed necessary by the appropriate school staff.

g. To inform parents of the availability of benefits of bilingual/bicultural education.

h. To assist in parent workshops by preparing those tasks which maximize parental participation.

i. To disseminate information regarding bilingual/ bicultural education to the community.

j. To inform the community of meetings of parent advisory committees.

k. To attend appropriate staff and parent meetings.

l. To cooperate in carrying out any other assigned tasks deemed necessary by the central or region staff.

2. Supervision of the Bilingual Technician

a. The Educational Technician serves under the direction of the building bilingual/bicultural education program teacher, or the English as a Second Language (ESL) teacher.

b. The building principal has the supervisory responsibility for the functions and duties of this person.

C. Paraprofessional - Bilingual/Bicultural Education

1. Responsibilities

a. To assist the teacher with instructional tasks assigned to individual students or small groups of students.

b. To serve the teacher with related tasks such as record keeping, checking students' work, preparing and passing out instructional material, etc.

c. To serve as liaison between the school and the parent.

d. To give supportive services as an advisor to the students.

e. To attend appropriate staff meetings.

f. To participate in in-service workshops.

g. To cooperate in carrying out any other assigned tasks deemed necessary by the school staff.

2. Supervision of the Bilingual Paraprofessional

a. The Bilingual Paraprofessional serves under the direction of the building bilingual/bicultural education program teacher or the English as a Second Language (ESL) teacher.

b. The building principal has the supervisory responsibility for the functions and duties of this person.

D. School Community Bilingual Agent - Bilingual/Bicultural Education Program.

1. Responsibilities

a. To develop mutual trust and respect between the school and all elements in the school community.

Promotion of this trust could take on the form of such activities as home visits, providing school personnel with information on the needs of the community, workshops, or citizen participation in planning of some school events.

b. To assist the community in developing its potential to solve its own problems.

An example could be assisting city-wide and local Bilingual/Bilcultural Education Advisory Committees, or creation of a community organization around community concerns, such as promotion of quality education for students who speak a language other than English.

c. To assist the school in realistically interpreting the needs of the children by using its resources and those of the community, and by modifying and changing its attitudes and ways of work when needed.

d. To stimulate and provide opportunities for increasing the social and academic competence of community residents.

Activities such as classes, clubs, multi-ethnic workshops, and trips geared to the needs of all age levels of the neighborhood, are examples of this activity.

e. To provide factual information for the community and school.

The School-Community Bilingual Agent must be fully informed on the community for the school personnel and also be fully informed on the school for the community.

f.. To work with bilingual students, parents, teachers, and committees for the promotion of bilingual/bicultural education.

g. To participate in regular in-service training sessions for increasing proficiency in community organization methods.

h. To write progress reports to the Bilingual/Bicultural Education Advisory Committee and Detroit Public Schools Bilingual Administration.

f. To participate in bilingual staff meetings.

j. To establish a cooperative relationship with the Bilingual Department, School-Community Relations Department, and City-Wide Bilingual/Bicultural Education Advisory Committee.

k. To attend supervisory conferences for purposes of evaluation, professional growth, and job execution.

l. To assist with the operational and organizational matters of the City-Wide Bilingual/Bicultural Education Advisory Committee, such as:

    1. Coordination for general city-wide meetings; subcommittee meetings; area council meetings; and local school's bilingual committee meetings.

    2. Arranging for meeting places, and setting up whatever facilities are needed for conducting parent and community meetings.

    3. Arranging for various types of monetary reimbursement to parents in coordination with the Detroit Public School's Bilingual/Bicultural Education Department and the Detroit Public School's policy.

m. To work with school principals in establishing parent input and participation in school activities, bilingual parent advisory committees, etc.

n. To assist the supervisory personnel of the Detroit Bilingual Education Project in devising effective methods of communicating with and involving parents in project activities.

o. To develop and maintain a familiarity with all schools with a bilingual/bicultural program, organizations, and general community needs.

p. To coordinate activities with other bilingual staff assigned to work with parents and community.

q. To consult with the Detroit Public Schools and the city-Wide Bilingual/Bicultural Education Advisory Committee in all matters relative to the best functioning of the bilingual programs and parental and community involvement in its operations.

r. To assume other responsibilities as determined by the needs of the program and the Project Director.

ADDITIONAL PERSONNEL INFORMATION

(per "Implementation of Bilingual Education" Memoranda, November 23, 1977, and January 20, 1978.)

A. "Each individual administrator is responsible for assessing the human resources required to provide the necessary bilingual services and should request any additional personnel from the appropriate Region superintendent or his designee. Services are to be provided on the following basis:

1. In schools with 34 or more students, the Detroit Public Schools will provide one or more bilingual teachers, according to the need, and in proportion to the number of students.

2. A minimum of half-time teacher will be provided in the schools with 20 to 33 limited English-speaking students.

3. In the schools with 19 or less students, the district will provide bilingual services on a voluntary basis. All parents of the limited English-speaking sutdents, from schools of 19 or less, will be informed in writing that they may benifit from the services at the closest possible school where the service is provided.

B. "When a substitute teacher is needed for a teacher who is providing bilingual services, the substitute should be paid from the same budget as the bilingual teacher. If the bilingual teacher who is being replaced is being paid out of the bilingual/bicultural education budget, then the substitute should be paid from that budget. If the bilingual teacher is being paid from the regular Board regional budget, the substitute should be paid from that budget."

PART IV

SELECTING AN

EDUCATIONAL DESIGN

SELECTING AN EDUCATIONAL DESIGN

I. Bilingual Education Curriculum Components to be Offered

A. Elementary Level

1. The use of two languages, English and the native language of the child, in the development of listening, speaking, reading, and writing skills in the basic academic subjects.

2. English as a Second Language

3. Heritage and Culture of the language group or groups to be served.

B. Middle School

1. A Basic Program
   a. English as a Second Language
   b. Heritage and Culture of the language group or groups to be served.

2. A More Comprehensive Program
   a. English as a Second Language
   b. Heritage and Culture of the language group or groups to be served.
   c. Instruction in the academic areas by the bilingual teacher(s)

C. High School

1. A Basic Program
   a. English as a Second Language
   b. Heritage and Culture of the language groups or groups to be served

2. A More Comprehensive Program
   a. English as a Second Language
   b. Heritage and Culture of the language group or groups to be served
   c. Instruction in the academic areas by the bilingual teacher(s)

II. Additional Considerations in the Implementation of a Bilingual Program

A. Instructional space - The classroom space that can be made available to the bilingual education program will have to be determined locally. However, there are several general guidelines that should be observed when allocating instructional space for bilingual program.

1. The classroom should be of regular size, and contain adequate storage facilites for the numerous materials and supplies required by the program.

2. The instructional areas should be in close proximity to the other classrooms to insure the integration of the bilingual program with the total school program.

3. Classrooms should be allocated for the sole use of the bilingual program whenever possible.

B. Scheduling - The scheduling of students into bilingual programs will have to be done locally and will be dependent upon the type of educational design selected for use at the local level. However, there are some general guidelines that should be observed when preparing students' schedules.

1. When a graded structure is used, limited English-speaking pupils of approximately the same age, grade, and level of attainment, should be scheduled into the same class.

2. If a non-graded structure is used, it must be documented that pupils of varying age, grade, and level of attainment, are receiving instruction appropriate to their educational level.

3. Caution should be observed in terms of the time that limited English-speaking pupils are scheduled into bilingual classrooms in order to avoid the possibility that racial ethnic, linguistic, or cultural isolation might occur.

NOTE: A suggested standard to follow in making bilingual program schedules would be such that limited English-speaking pupils would be isolated from the mainstream for no more than half of the school day. However, teacher discretion may dictate the need for "A" category students to remain temporarily in the bilingual classroom for longer periods of time (perhaps even a full day initially), in order to orientate them to the school situation, and provide them with a survival vocabulary in English.

III. Bilingual Classroom Models

The selection of a bilingual classroom model should be based upon careful consideration of the specific needs of the local school. Such factors as pupil needs, community desire, available classroom space, teacher service, and staff capabilities would need to be considered when selecting a bilingual classroom model. The classroom models which follow may be helpful in providing direction to local schools in devising their own bilingual program.

BILINGUAL CLASSROOM MODEL 1

Type: Team Teaching

Appropriate Level: Elementary (self-contained and/or platoon organization)

Advantages: The team teaching model can be utilized in an elementary program that operates on a self-contained classroom and/or a platoon plan. No additional space or teacher service is required if the bilingual teacher is included in the pupil-teacher retio. If the bilingual teacher is considered as a support person, the teacher might be assigned to a vacant classroom or might share a classroom with a monolingual teacher.
A teaching team composed of a bilingual teacher and one or more monolingual teachers can share the responsibility for implementing a full bilingual program. The team members can serve as language models, and as models of positive human interaction. The team teaching model, if well executed, can make effective use of the individual members in meeting the needs of pupils.

Disadvantages: The team teaching model requires a mutual respect and sense of compatiblity among the members of the team. If respect and compatability does not exist, teachers may consider themselves as rivals, view their roles inappropriately, and create stressful, conflict situation.
Team teaching requires an exceptional amount of pre-service and in-service training. In addition, teachers must have time to meet and plan jointly and this time should be provided in the teaching schedule.
It should be noted that only two languages, should be dealt with in a team teaching model and one of the languages must be English.

Student Participants: Approximately one-half of the students involved in the team teaching model should be English-speaking. The remaining students should be of limited English-speaking ability, and should be of the same non-English language group.

Instruction: The team teaching model can be adopted to an elementary self-contained or platoon organization with the bilingual teachers sharing the classroom with a monolingual teacher or managing an independent classroom.

Plan I: A bilingual teacher shares a classroom with one or more monolingual teachers for a full or half day. In this arrangement the bilingual teacher is responsible for all bilingual language instruction including language arts in the native language, and second language instruction for English-speakers. The monolingual teacher is responsible for all English instruction including language arts for English-speakers and English as a Second Lanugage for non-English-speakers. Plan I lends itself to application in a homeroom platoon type of organization.

Plan II: A bilingual teacher and a monolingual teacher occupy adjoining classroom. Each of the teachers has a full class of pupils. The bilingual teacher is responsible for all bilingual language instruction including language arts in the native language, and second language instruction for English-speakers. The monolingual teacher is responsible for English instruction including language arts for English-speakers, and English as a Second Language for non English-speakers.
For one-half of the school day, each member of the team instructs a mixed group composed of both English-speakers and non-English-speakers. Plan II lends itself to application in a self-contained classroom type of organization.

Facilities and Materials: Depending upon local conditions, the bilingual teacher can either share a classroom with a monolingual teacher or be assigned to a separate, but adjacent classroom. A wide variety of commericially prepared and teacher made materials in the first and second language should be available to all members of the team.

Teacher Service: In the team teaching model, one of the team members must be bilingual in English and the language of the limited English-speaking ability pupils to be served.

Ancillary Staff: School Service Assistants (paraprofessionals) should be employed. If Plan I is used the aide might be bilingual. If Plan II is used, the aide assigned to the monolingual teacher should be bilingual.
Student should have access to all supportive services including counseling, social work, speech, and psychologial services.

In-Service Training Topics: Individualized instruction, grouping practices, diagnostic-prescriptive teaching, cooperative planning, assessment and measurement, and team teaching functions.

BILINGUAL CLASSROOM MODEL - TEAM TEACHING
HOMEROOM CLASS

A.M. SESSION

Bilingual Teacher/Monolingual Teacher
17 Limited English-speaking Ability Pupils
17 English-speaking Pupils

BILINGUAL TEACHER	MONOLINGUAL TEACHER
Language Arts for Non-English-speaking pupils	Language Arts for English-speakers
Mathematics for Non-English-speaking pupils	Mathematics for English-speakers
Second Language instruction for English-speakers	English as a Second Language for non-English-speakers

P.M. SESSION

During the afternoon homeroom session, the bilingual teacher might remain with the same teacher or share a room with another monolingual teacher.

BILINGUAL CLASSROOM MODEL - PAIRED OR EXCHANGE CLASSROOMS
HALF-DAY - SELF CONTAINED

Room A (Conference)	Room B (Conference)
Monolingual Teacher/Bilingual Aide	Bilingual Teacher/Aide
17 Limited English-speaking Ability (LESA)	17 Limited English-speaking Ability (LES
17 English Dominant	17 English Dominant

Teacher A and Teacher B exchange English dominant pupils for LESA pupils during the A.M. Session.

A.M. SESSION 9:00 - 11:30

	34 English Dominant Pupils	34 LESA Pupils
Instruction in:	English Language Arts	Language Arts in the Native Language
	DORT	ESL
	Math	Math

41

Noon 11:45 - 12:30

P.M. SESSION 12:30 - 3:15

Pupils return to conference rooms

Mixed Instruction	Mixed Instruction
Social Studies	Social Studies
Music	Music
Art	Art
Handwriting	Handwriting
Science	Science
Etc.	Etc.

42

43

BILINGUAL CLASSROOM MODEL 2

Type: Paired or exchange classrooms

Appropriate Levels: Elementary - A modification of the team teaching concept, but does not require the same level of cooperative effort as team teaching requires. Can be used with a self-contained or platoon system.

Advantages: This model can be used as alternative to a team model. The student groups can be integrated according to race, ethnic group and language, but can be subdivided for first language instruction for a portion of the day.
Additional classroom space is not required.

Disadvantages: There must be cooperation between the paired or exchange teachers. If there is no cooperation, the instructional program may lack coordination and result in a duplication of effort or the absence of sequential development in the curriculum.

Student Participants: Two classes of students of the approximate same age, grade and level of attainment. Approximately one-half of the students in each group may be of limited English-speaking ability.

Instruction: Students are exchanged for a portion of the school day. The bilingual teacher is responsible for language arts, mathematics, science, and social studies skills development in the first language of the limited English-speaking groups. The monolingual teacher is responsible for skill development in the same subjects for English-speaking students. The regular grouping exists for the remainder of the school day, with each teacher responsible for instruction of the mixed groups. A refinement of the paired or exchange classroom model would involve the monolingual English teachers as the oral language development source for limited English-speakers. The bilingual teacher would offer second language development, and heritage and culture to English-speaking students.

Facilities and Materials:

Two adjoining classrooms would be advisable. Commercial and teacher-made materials in the first language of the limited English-speaking child should be available to the bilingual teacher.

Teacher Service:

In the paired or exchange classroom model two teachers are necessary. One of the teachers must be bilingual in the first language of the limited English-speaking group to be served.

Ancillary Service:

A bilingual/bicultural educational technician or school service assistant can be employed. In addition, the students should have access to all supportive services including:
counseling, social work and psychological services.

In-Service Training Topics:

Individualized instruction, diagnostic-prescriptive teaching, grouping practices, and assessment and measurement.

BILINGUAL CLASSROOM MODEL - TEAM TEACHING
SELF-CONTAINED CLASS

	Room A Monolingual Teacher/Bilingual Aide 17 Limited English-speaking Pupils 17 English-speaking Pupils	Room B Bilingual Teacher/Aide 17 Limited English-speaking Pupils 17 English-speaking Pupils
8:50	All English-speaking pupils from Rooms A and B report to Room A	All limited English-speaking ability pupils from Rooms A and B report to Room B
8:50 - 11:00	English language instruction in language arts including DORT comprehension and decoding	Native language instruction in language arts
11:00	Groups exchange classrooms	
11:00 - 11:45	English as a Second Language for limited English-speaking ability pupils	Second language instruction for English-speaking pupils
Noon Hour 11:45 - 12:30		
12:30 - 3:15	Mixed group instruction for purpose of integration of English-speaking and limited English-speaking ability pupils. Each teacher has a group of 17 English-speakers and 17 limited English-speaking pupils. The bilingual teacher and the monolingual teacher can plan activities according to the pupil needs with flexibility in terms of time, group size, and subjects taught. Subjects: mathematics, social studies, science, art, music, and other subjects required in the self-contained classroom.	

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BILINGUAL CLASSROOM MODEL 3

Type: Self-contained classroom

Appropriate level: Elementary K-5

Advantages: Easiest to implement, requires no additional classrooms, no special program adjustments needed, little or no student movement among classrooms, classrooms can be integrated to prevent isolation of pupils.

Disadvantages: Care must be exercised to prevent racial or ethnic segregation. A class may easily be labeled as a special program. Responsibility burdening task for the teacher.

Student Participants: Students should be of the approximate same age, grade and level of educational attainment. No more than one non-English language group should be represented. Priority should be given to limited English-speaking students with greatest need. The placement of English-speaking students would be beneficial for purposes of integration.

Instruction: Instructional components would include: (1) First and second language skill development; (2) Concept development in social science, science and mathematics; and (3) instruction in the history and culture of the non-English language groups represented.

Facilities and Materials:

Regular size classroom, adequate storage, commercial and teacher-made materials in first and second languages appropriate to the instructional program.

Teacher Service: The self contained classroom should be staffed by a bilingual/bicultural teacher. The pupil-teacher ratio should not exceed the district limit of 34 or 35. However, a total of twenty-five students including English and limited English speaking pupils would be more desirable because of the two-language situation.

Ancillary Staff: A bilingual/bicultural educational technician or School Service Assistant should be sought, but a monolingual aide could perform the tasks. In addition the students should have access to all supportive services including counseling, social work, speech and psychological services.

In-Service training topics:

Individualized instruction, grouping practice, diagnostic-prescriptive teaching and assessment and measurement.

BILINGUAL CLASSROOM MODEL - SELF-CONTAINED

Classroom Composition: 20 to 25 Students of Limited English-Speaking Ability
9 to 14 English-Dominant Students

Subjects to be covered: Language Arts
ESL
Math
Culture and Heritage
Other subjects

Sample of full-day schedule:

A.M. Session

20-25 Limited-English Students	9-14 English-Dominant Students
Language Arts	Language Arts
ESL	

P.M. Session

Combined Groups
Limited-English/English-Dominant Students

Math
Culture and Heritage
Other Subjects

BILINGUAL CLASSROOM MODEL 4

Type: Bilingual Learning Center

Level (s) Elementary - This model can be used in schools with high concentrations of limited English-speaking pupils and minimum of bilingual teacher service.

Advantages: The program requires a minimum of teacher service and can serve a relatively large number of pupils during the school day. The bilingual teacher can focus on first or second language instruction in a few subject areas. Limited English-speaking students can be brought together for instructional purposes and will be the sole focus of the instructional process.

Disadvantages:

Pull-out programs tend to be considered separately from the regular school program. Problems may arise from the regular program teachers whose pupils are pulled out of academic classes. Time spent in pull-out programs must be carefully monitored so that students do not become segregated or isolated from the mainstream of the regular program. Additional classroom space is required.

Student Participants:

Students should be programmed to the bilingual learning center on the basis of language proficiency and similarities in age, grade, and level of attainment. If students of different grade levels are brought together, it is mandatory that materials and instruction appropriate to individual levels be provided.

Class size should be kept relatively small, with fifteen to twenty pupils being a suggested number. Small class sizes are especially important in non-graded or multigraded situations.

Instruction: Instruction should be focused on first or second language concept and skill development in the language arts and mathematics. The particular emphasis in each school will need to be based upon the level of language proficiency evidenced by the students.

In single grade classes, large and small group instruction can be employed. In multi-graded non-graded classrooms, instruction will have to be individualized according to individual pupil needs.

Heritage and culture of the language groups served may be an additional component of the program.

Facilities and Materials:

Standard classroom space should be provided whenever possible. If non-standard classrooms are used, the class size should be kept small.

Commercial and teacher-made materials in the first and second languages must be available. Also, these materials should represent the standard curriculum of all the grade levels served.

A number of objective referenced and systems managed instructional programs exist. These can be applied to an individualized program when multiple grade levels of students compose a single group.

Teacher Service:

A bilingual teacher with a class of fifteen to twenty pupils is the suggested pupil-teacher ratio.

Ancillary Staff:

A bilingual/bicultural education technician or school service assistant would be beneficial to the program. In addition, students should have access to all supportive services including: counseling, social work, speech and hearing and psychological service.

In-Service Topics:

Individualized instruction, grouping practices, diagnostic and prescriptive teaching, and assessment and measurement.

BILINGUAL CLASSROOM - BILINGUAL LEARNING CENTER

Subjects to be covered:

- ESL
- Language Arts in the native language
- Math in the native language
- Culture and Heritage

Sample of full-day Schedule:

9:00 - 9:45 a.m.	Kindergarten (teacher goes to Kindergarten)
	- ESL (15 minutes)
	- Reading Readiness in the native language
9:50 - 11:20 a.m.	Primary Unit (children come to classroom)
	- ESL
	- Language Arts in the native language
	- Math
	- Culture and Heritage
12:30 - 1:15 p.m.	Kindergarten (teacher goes to Kindergarten)
	- ESL
	- Reading Readiness in the native language
1:30 - 3:00 p.m.	Grades 3 - 5 (children come to classroom)
	- ESL
	- Language Arts in the native language
	- Math
	- Culture and Heritage

BILINGUAL CLASSROOM MODEL 5

Type: Middle School Transitional Program (Basic Program and Expansion Option)

Level: Middle School grades 6-8 Where students of limited English-speaking ability are in transition from their native language to English.

Advantages: In the basic program (ESL and Culture and Heritage) a greater number of students can be served by a smaller bilingual staff. The program can provide support to pupils by reinforcing academic classroom learning through tutoring. In the expanded program the students receive not only the basic components but also instruction in the academic areas in the native language. This will insure progress in the content areas while the student is attaining fluency in English.

Special Considerations: Additional time and consideration will be needed to coordinate the bilingual program and to schedule the students into the appropriate classes.

Additional teachers and classroom space are required.

Student Participants: Students of different language backgrounds but of approximately the same English proficiency can be scheduled into the same ESL class. If culture and heritage instruction is also in English, and includes investigation of the culture and heritage of all language groups represented, students of various language backgrounds could benefit from the multicultural dimensions of the class.
In those classes which provide instruction in the native language, students must be of the same language background.

Instruction: Basic Program: The courses that should be included in the basic program are English as a Second Language (ESL) and the history and culture of the language group(s) represented. Also, provision should be made to offer the student academic tutoring in the major subject areas, such as math, science, language arts, and social studies.

Expanded Program: In the expanded program, instruction in the native language will be offered in one or more of the following content areas: language arts, math, science, and social studies. These classes are in addition to the basic program and will be offered according to student needs and available bilingual staff.

Facilities and Materials: Adequate classroom space should be made available to the program. Commerical and teacher made materials in the first and second language should be on hand, as well as a sampling of all of the texts used in the regular program.

Teacher Service: A bilingual teacher should serve reasonably small groups of fifteen to twenty pupils at one time.

Ancillary Staff: A Bilingual/Bicultural Educational Technician or school service assistant can be employed and could be most effectively used in tutorial component of the program. In addition, the students should receive a full program of counseling. At the middle school level, counseling can and should take a variety of forms. Students will need personal guidance on an individual basis as well as group counseling in life choices and career opportunities.

In-Service Topics: Individualized instruction, assessment and measurement, group practicies, characteristics and growth patterns of early adolescents and diagnostic and prescriptive teaching.

BILINGUAL CLASSROOM MODEL 6

Type: High School Transitional Program (Minimum Program and Expansion Options)

Level: Senior High School where a number of students of limited English speaking ability are in transition from their native language to English.

Advantages: In the minimum program, students of limited English speaking ability can be programmed to special classes which will increase their proficiency in English, improve their first language capability, and provide their first language capability, and provide them with tutorial support in the academic areas. In an expanded program students of limited English-speaking ability can acquire contact area graduation credits in classes taught in either first or second language.

Special Considerations:

Some sense of isolation may occur. Effective communication and coordination between the bilingual program and the regular program is required.

Student Participants:

Students of limited English-proficiency from the same language background or students who lack proficiency and dominancy in either the first or second language.

Instruction: The minimum program would require that students be scheduled for a minimum of two classes one of which is English as a Second Language. The second class may be a combination of first language development and the history and culture of the language group.

If sufficient instructional service is available, the program can be expanded in two ways.

Option I - The bilingual program can be expanded to provide first language instruction in the same content courses, offered in the regular curriculum in addition to English as a Second Language. The choice of academic subjects to be offered and the number of courses to be taken would be determined by student needs and available staff. This model would be most effective with pupils with limited proficiency in English but with adequate proficiency in their first language. Content courses would count as graduation credits.

Option II - The bilingual program can be expanded to provide content area courses offered in two languages to students with limited proficiency in either the first or second language. The choice of the language of instruction would be determined by the needs of groups of pupils composed on the basis of similarity in language proficiency. Contnet courses would count as graduation credits.

Facilities and Materials:

Adequate classroom space should be available, as well as sufficient commercial and teacher-made materials in the two languages necessary to con conduct the minimum program or the expansion options.

Teacher Service:

Minimum Program: One bilingual teacher provides ESL and Basic English instruction per class of fifteen pupils for five periods.

One bilingual teacher to provide first language development and/or heritage and culture per average class size for five periods.

Option I - One bilingual teacher of ESL per class of fifteen pupils for five periods.

Option II - One bilingual teacher of ESL per class of fifteen pupils for five periods. Content area specialists, both bilingual and monolingual, per agerave class sizes for five periods. In this model the program staff can be drawn from both the bilingual and regular staff.

Ancillary Staff:

A bilingual/bicultural Educational Technician or School Service Assistant can be employed and would be most effectively used in the tutorial component of the program.

A strong counseling program is recommended as the students must begin to make career choices and be directed to course offerings which will enhance career opportunities. Futhermore, personal counseling should be emphasized particularly to reverse the pattern of non-completion of high school prevelant among some culturally and linguistically different groups.

In-Service Topics:

Individualized instruction, assessment and measurement, grouping practices, and cross-cultural communications.

PART V
PARENT AND COMMUNITY PARTICIPATION

PARENT AND COMMUNITY PARTICIPATION

Every administrator realizes that viable and supportive parent organizations are valuable assets to the effective operation of the school program. Consequently, the administrator should strive to involve parents and community persons as much as possible.

Certain parental involvement is written into the Bilingual/Bi-cultural Programs and participation in school programs by parents, community persons, and pupils is mandated by Federal Courts, State law, and Detroit Public Schools program guidelines.

BILINGUAL ADVISORY COMMITTEES

On May 10, 1977, the Detroit Board of Education unanimously approve a resolution officially recognizing the City-Wide Bilingual Education Advisory Committee whose principle responsibility is to advise and assist the Central Board of Education, in planning, implementing and evaluating the bilingual instruction program of the school district. (See attachment E) This committee was established pursuant to Public Act 294 (1974), the Michigan Bilingual Education Act and in accordance to Judge Robert DeMascio's court order of August 15, 1975.

Each region with bilingual education programs must have a Region Level Bilingual Advisory Committee and a representative from each of the Regional Committees on the City-Wide Bilingual Advisory Committee to facilitate and coordinate activities.

In turn, each school with a bilingual program must have its own Local School Bilingual Advisory Committee and a representative on the Region Level Bilingual Advisory Committee.

The advisory committees at all levels should be composed of a majority of parents of pupils enrolled in the bilingual programs, in addition to community people, teachers, counselors and administration. The duties of these committees are to advise and assist in:

1. Implementing bilingual instruction at the local level
2. Identifying and recommending paraprofessional staff
3. Assisting in disseminating information about bilingual/bicultural education
4. Promoting bilingual/bicultural education in the local community
5. Mobilizing the local community resources in support of bilingual/bicultural education
6. Evaluating local bilingual/bicultural programs

PART VI - RESOURCES

CONSULTANTS AND RESOURCE PEOPLE FOR BILINGUAL AND BICULTURAL EDUCATION FROM DETROIT

Archdiocese of Detroit
Latin American Secretariat
305 Michigan Avenue
Detroit, Michigan 48216
554-4470

Bilingual Multicultural Program
Mercy College of Detroit
Department of Education
8200 West Outer Drive
Detroit, Michigan 48219

District Bilingual Education
Advisory Committee
1008 Ferdinand
Detroit, Michigan 48209
557-4378

Elementary Mathematics Department
Detroit Public Schools
Detroit, Michigan
494-1612

High/Scope Education Research Foundation
McKinstry Head Start Program (Bilingual)
1981 McKinstry
Detroit, Michigan 48209
849-0717

Latino Affairs Office
New Detroit, Inc.
1010 Commonwealth Bldg.
Detroit, Michigan 48226
226-4010

Maybury Elementary School Bilingual
Bilingual Program
4410 Porter
Detroit, Michigan 48209
554-1715

Region II
Bennett School Resource Center
Detroit, Michigan 48209
843-7894

Title IV-C Bilingual Program
Preston Elementary School
1251 17th Street
Detroit, Michigan 48216
237-0290

Title VII Bilingual Program
Webster Elementary School
1450 25th Street
Detroit, Michigan 48216
554-4470

United States Dept. of Justice
Federal Bldg. (Old Post Office)
Detroit, Michigan 48226
226-4010

Wayne State University
Chicano-Boricua Studies
Monteith Faculty Office
Room 14
631 Merick
Detroit, Michigan 48202
557-5478

Wayne State University
College of Education, Room 216
Bilingual/Bicultural Teacher
Education Program
Detroit, Michigan 48202
557-0938

RESOURCES FOR BILINGUAL/BICULTURAL EDUCATION FROM OUTSIDE DETROIT

Bilingual/Bicultural Teacher
Education Program
Eastern Michigan University - 106 Ford Hall
Ypsilanti, Michigan 48197

Bilingual Education Program
Albion Public Schools
Albion, Michigan 49224

Bilingual Education Service Center
500 South Dwyer
Arlington Heights, Illinois 60005

Grand Rapids Public Schools
143 Bostwick, N.E.
Grand Rapids, Michigan 49502

Holland Public Schools
633 Apple
Holland, Michigan 49423

Lansing Community College
419 North Capitol Avenue
Lansing, Michigan 48914

Lansing School District
519 W. Kalamazoo Street
Lansing, Michigan 48933
(517) 485-8161 Ext. 330

MEA Minority Affairs Office
P.O. Box 673
East Lansing, Michigan 48823

Michigan Dept. of Education
Migrant Education Program
P.O. Box 429
Lansing, Michigan 48902

Multicultural Program
Campion Hall
University of San Francisco
San Francisco, California 94117

Oakland University
Bilingual Education Program
College of Education
- Rochester, Michigan

Pontiac Bilingual/Bicultural Program
350 Wide Track Drive, East
Pontiac, Michigan 48058

Program for Education Opportunity
School of Education
University of Michigan
Ann Arbor, Michigan 48140

Title I/Bilingual Education
Whitmer Human Resources Center
60 Parkhurst
Pontiac, Michigan 48058

MATERIALS DEVELOPMENT CENTERS

Alaskan Native Language Material
Development Center
University of Alaska
Rural Education Affairs
2223 Spenard Road
Anchorage, Alaska 99503
(907) 276-0547

Arizona Bilingual Material Development
Center
University of Arizona
College of Education
Box 601
Tucson, Arizona
(602) 884-3724

Asian American Bilingual Center
Berkley Unified School District
2168 Shattuck
Berkley, California 94704
(415) 848- 3199

Asian Bilingual Curriculum Development
Center
Seton Hall University
4400 South Orange, Avenue
South Orange, New Jersey 07079
(201) 762-9000 or 4937

Asian Bilingual Materials Center
Kaufman and Broad Building
10801 National Blvd. Suite 404
Los Angeles, California 90064
(213) 474-7173

Bilingual Materials Development Center
6000 Camp Bowie Road
Fort Worth, Texas 76107
(817) 731-0736

Midwest Office for Material Development
Board ofTrustees
University of Illinois
College of Education
Urban, Illinois 61801
(215) 333-2615

National Center for the Development
of Bilingual Curriculum - Dallas
Dallas Independent School District
Nathan Adams School
3700 Ross Avenue
Dallas, Texas 75204
(214) 742-5991

National Materials Development Center
for French and Portuguese
168 South River Road
Bedford, New Hampshire 03102
(603) 668-7196

National Multilingual/Multicultural
Materials Development Center
California State Polytechnic
University-Pomona
3801 West Temple Avenue
Pomona, California 91768
(714) 598-4991

Native American Materials Development
Center
407 Rio Grande Blvd. Northwest
Albuquerque, New Mexico 87104
(505) 242-5222

Northeast Center for Curriculum
Development
City of New York Board of Education
Community School District No. 7
778 Forest Avenue
Bronx, New York 10456
(212) 993-2182

Pacific Area Languges Materials
Development Center
University of Hawaii
c/o Department of ESL
1890 East West Road
Honolulu, Hawaii 95822
(808) 948-8814

Spanish Curricula Development Center
7100 Northwest 17th Avenue
Miami, Florida 33147
(305) 696-1484

DISSEMINATION/ASSESSMENT CENTERS

Assessment and Dissemination Center
California State University, LA
5151 State University Drive
Los Angeles, California 90032
(213) 224-3676

Dissemination and Assessment Center
Lesley College
29 Everett Street
Cambridge, MA 02138
(617) 492-050

Dissemination and Assessment Center
for Bilingual Education
Education Service Center - Region XIII
Program Development Division
7703 North Lamar Blvd.
Austin, Texas 78752
(512) 458-9131

APPENDIX A

HISTORICAL DEVELOPMENT OF BILINGUAL/BICULTURAL EDUCATION

APPENDIX A
HISTORICAL DEVELOPMENT OF BILINGUAL/BICULTURAL EDUCATION

I. Provision of English language skills and maintenance of home language and culture.

A. 1830: Pennsylvania
German-English bilingual education (public school instruction)

B. 1840-1917: Cincinnati, Ohio
German-English bilingual education (public school instruction)

C. 1917: Private/parochial school instruction for Italian, Polish, Chinese, Japanese-speaking children.

II. Integration of children with limited English-speaking ability with English speakers.

A. 1946: First Regional Conference on Education of Spanish-speaking people in Southwest (Austin, Texas) moved to end segregated schools for Spanish-speaking, improve English language instruction.

B. 1964: Orange County, California
Conference on education of Spanish-speaking children and youth: recommendations to provide special services to non or limited English-speaking students (LESA).

III. Use of home language/culture to assist in transition to the English language.

A. 1968: National Bilingual Education Act (Title VII) provided funds for programs which utilized home languages as medium of instruction for LESA while learning English.

B. 1970: May 25th Memorandum, U.S. Health Education and Welfare (HEW) requires federally funded school districts to provide assistance to linguistic minority school children and youth. Failure to comply would constitute a violation of Title VI of the Civil Rights Act of 1964.

C. 1974: January 21st: Lau vs. Nichols Supreme Court Ruling requires equality of educational benefits and opportunity for linguistic minority students.

D. October, 1974: Michigan Bilingual Education Act (Public Act 294, 1974) mandates bilingual instruction programs for school districts with 20 or more children in a single language category. Bilingual instruction shall be provided in all academic subjects required for the completion of the grade in which the children are enrolled. The Michigan Bilingual Education Act provides for a transitional program to facilitate English language proficiency so that LESA children may keep pace with their English-speaking peers.

IV. Bilingual/Multicultural Education

A. In the initial stages of bilingual education conceptualization and implementation, bicultural was a co-extensive term (i.e. recognizing that language could not be seperated from culture).

B. With the implementation of bilingual education among the diverse recial/ethnic cultures characteristic of the United States' society came the realization that bilingual/bicultural was a restricted definition, one which appeared to be exclusivistic.

C. The multicultural component of bilingual education acknowledges the diversity of U.S. society while acknowledging the contributions of the many world peoples comprising the United States.

D. It provides benefits to the bilingual child by exposing him/her to the pluralistic U.S. culture and history, facilitating a transition to U.S. culture which is holistic and <u>real</u>.

E. It enhances the school experience of all students by introducing them to an appreciation for the deversity, uniqueness and value of the many peoples, preparing them for life is a pluralistic society.

APPENDIX B

TEXT OF MICHIGAN PUBLIC ACT 294, 1974

(BILINGUAL EDUCATION LAW)

APPENDIX B

Act No. 294
Public Acts of 1974
Approved by Governor
October 17, 1974

STATE OF MICHIGAN
77TH LEGISLATURE
REGULAR SESSION OF 1974

Introduced by Rep. Elliott
Rep. Scott named as co-sponsor

ENROLLED HOUSE BILL No. 4750

AN ACT to amend section 360 of Act No. 269 of the Public Acts of 1955, entitled as amended "An act to provide a system of public instruction and primary schools; to provide for the classification, organization, regulation and maintenance of schools and school districts; to prescribe their rights, powers, duties and privileges; to provide for registration of school districts, and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes for borrowing of money and issuance of bonds and other evidences of indebtedness; to provide for and prescribe the powers and duties of certain boards and officials; and to prescribe penalties," being section 340.360 of the Compiled Laws of 1970; and to add sections 390, 391, 392, 393, 394, 395 and 396.

The People of the State of Michigan enact:

Section 1. Section 360 of Act No. 269 of the Public Acts of 1955, being section 340.360 of the Compiled Laws of 1970, is amended and sections 390, 391, 392, 393, 394, 395 and 396 are added to read as follows:

Sec. 360. (1) English shall be the basic language of instruction in all the schools of this state, public, private, parochial, or in any state institution.

(2) Subsection (1) shall not be construed as applying to:

(a) Religious instruction in private or parochial schools given in any language in addition to the regular course of study.

(b) A course of instruction in a foreign language in which the students have acquired sufficient proficiency to be conversant in the foreign language.

(c) Bilingual instruction, as defined in section 390, which will assist children of limited English-speaking ability to achieve reasonable efficiency in the English language.

Sec. 390. As used in sections 390 to 396:

(a) "Bilingual instruction" means the use of 2 languages, 1 of which is English, as media of instruction for speaking, reading, writing, or comprehension. "Bilingual instruction" may include instruction in the history and culture of the country, territory, or geographic area associated with the language spoken by children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

(b) "Children of limited English-speaking ability" means children who have or reasonably may be expected to have difficulty performing ordinary class work in English because their native tongue is a language other than English or because they come from a home or environment where the primary language used is a language other than English.

(c) "Constituent school district" means a local school district located within and functioning as a part of an intermediate school district.

(d) "In-service training" means short-term or part-time training for administrators, teachers, teacher aides, paraprofessionals, or other education personnel engaged in bilingual instruction programs for children of limited English-speaking ability.

Sec. 391. (1) Beginning with the 1975-76 school year, the board of a school district having an enrollment of 20 or more children of limited English-speaking ability in a language classification in grades K-12 shall establish and operate a bilingual instruction program for those children.

(2) The board may establish and operate a bilingual instruction program with respect to a language classification if the school district has fewer than 20 children of limited English-speaking ability.

(3) Children enrolled in a bilingual instruction program operated under this section may be placed in classes with other children of approximately the same age and grade level. If children of different age groups or grade levels are combined, the board of the school district shall insure that the instruction given each child is appropriate to his level of educational attainment.

(4) A child of limited English-speaking ability residing in a district which does not have an appropriate bilingual instruction program or which is not required to have a bilingual instruction program may enroll in a program in another school district. Tuition for the child shall be paid, and transportation shall be provided, by the school district in which the child resides.

(5) Where fewer than 20 children of limited English-speaking ability in a language classification are enrolled in a school district, the board of the intermediate school district shall determine whether the total number of such children residing in its constituent school districts which do not operate a bilingual instruction program warrants the establishment of an intermediate bilingual instruction-support program.

An intermediate district operating or contracting for the operation of a bilingual program or service may carry children in membership in the same manner as local school districts and shall be entitled to its proportionate share of state funds available for the program. Membership shall be calculated pursuant to rules promulgated by the state board of education. The board of the intermediate school district shall consider:

(a) Whether the cost of operating an intermediate bilingual instruction-support program is justified by the number of children at each grade level who would benefit from its establishment.

(b) Whether alternative methods of providing a bilingual instruction-support program, such as visiting teachers or part-time instruction, can be provided.

Sec. 392. (1) The bilingual instruction program operated by a school district shall be a full-time program of bilingual instruction in:

(a) The courses and subjects required by this act.

(b) The courses and subjects required by the board for completion of the grade level in which the child is enrolled.

Sec. 393. (1) Prior to the placement of a child of limited English-speaking ability in a bilingual instruction program, the school district in which the child resides shall notify, by registered mail, the child's parents or legal guardian that the child is being enrolled in a bilingual instruction program. The notice shall contain a simple, nontechnical description of the purposes, method, and content of the program and shall inform the parents that they have the right to visit bilingual instruction classes in which their child is enrolled.

(2) The notice shall be written in English and in the native language of the child of limited English-speaking ability.

(3) The notice shall inform the parents that they have the absolute right to refuse the placement or to withdraw their child from the program by giving written notice to the school board of the local district in which the child resides.

(4) A child of limited English-speaking ability residing in a school district operating or participating in a bilingual instruction program pursuant to section 391 shall be enrolled in the bilingual instruction program for 3 years or until he achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program, whichever occurs first. A school district shall not transfer a child of limited English-speaking ability out of a bilingual instruction program prior to the

child's third year of enrollment unless the parents or guardian of the child approve the transfer in writing or unless the child successfully completes an examination which, in the determination of the state board of education, reflects a level of proficiency in English language skills appropriate to the child's grade level.

Sec. 394. A school district operating a bilingual instruction program pursuant to section 391 shall establish an advisory committee to assist the board in evaluating and planning the bilingual instruction program. The advisory committee shall be comprised of representatives of parents of children enrolled in the program, bilingual instruction teachers and counselors, and members of the community. A majority of the members of the advisory committee shall be parents of children enrolled in the bilingual instruction program.

Sec. 395. (1) The state board of education, in cooperation with intermediate and local school districts, shall develop and administer a program of in-service training for bilingual instruction programs. The state board of education shall promulgate rules governing the conduct of and participation in the in-service training programs.

(2) Exercising its authority under section 10 of Act No. 287 of the Public Acts of 1964, being section 388.1010 of the Michigan Compiled Laws, the state board of education shall promulgate rules governing the indorsement of teachers as qualified bilingual instructors in the public schools of this state. The teacher shall meet the requirements of sections 851 and 852 of this act and shall be proficient in both the oral and written skills of the language for which he is indorsed.

(3) The state board of education shall approve an examination or testing mechanism suitable for evaluating the proficiency in English language skills of a child of limited English-speaking ability.

Sec. 396. The state department of education shall:

(a) Advise and assist school districts in complying with and implementing sections 390 to 396.

(b) Study, review, and evaluate textbooks and instructional materials, resources, and media for use in bilingual instructional programs.

(c) Compile data relative to the theory and practice of bilingual instruction and pedagogy.

(d) Encourage experimentation and innovation in bilingual education.

(e) Recommend in-service training programs, curriculum development, and testing mechanisms to the state board of education.

(f) Make an annual report relative to bilingual instruction programs to the legislature and the governor.

This act is ordered to take immediate effect.

G. Thos. Thatcher

Clerk of the House of Representatives.

Beryl J. Kenyon

Secretary of the Senate.

Approved .....

.....

Governor.

APPENDIX C

PUPIL PROFILE FORM

SAMPLE

Detroit Public Schools

PUPIL PROFILE
BILINGUAL/BICULTURAL EDUCATION

Research and Evaluation
August, 1978

Please type or print in block letters the following information:

School_____ Region_____ Date ___/___/___

Name_____ Grade____ ID#___/___/___/___/___/___
Last First Middle

Place of Birth_____ Birth Date_____

Address of Pupil_____ Telephone_____

Father's Name_____ Birthplace_____

Mother's Name_____ Birthplace_____

Guardian_____ Relationship_____

Pupil Lives With_____ Language Spoken In Home_____

Date Tested for Language Dominance_____ Instrument_____

Dominant Language_____

Date Tested for Home Language Proficiency_____ Instrument_____

Date Tested for English Proficiency_____ Instrument_____

Date Parents Notified of Eligibility and Placement_____
(Attach Postal Receipt)

Date Parents' Refusal Letter Received (attach copy)_____

TEST RECORD: Record Test Data for Each Year Pupil is Enrolled in Bilingual Program.

School Year	Native Lang. (Oral Proficiency)				English Lang. (Oral Proficiency)				Standardized Test(s) Eng. Lang.*			Standardized Test(s) Nat. Lang.			Optional Test(s)	Lang. Code
	INSTRUMENT	Fluently	Somewhat	Minimally	INSTRUMENT	Fluently	Somewhat	Minimally	INSTRUMENT	Reading (GE)	Math (GE)	INSTRUMENT	Reading (GE)	Math (GE)		

*Instruments: SAT, ITBS, CAT.

CUMULATIVE RECORD OF PUPIL PROGRESS IN BILINGUAL/BICULTURAL EDUCATION
AND FREQUENCY OF SERVICE PER WEEK

PUPIL'S NAME _____ ID# / / / / /
Last First Middle

Program Code	Bilingual Academic Subjects	School / Year / Grade	Sessions/Week	School / Year / Grade	Sessions/Week	School / Year / Grade	Sessions/Week	School / Year / Grade	Sessions/Week	School / Year / Grade	Sessions/Week
01	Reading / Language										
02	Handwriting										
03	Literature										
04	Spelling										
05	English as a Second Language										
06	Mathematics										
07	Science										
08	Social Studies --- Heritage/Culture										
	SPECIAL PROGRAM SERVICES:										
09	Title I Reading										
10	Title I Mathematics										
11	Article 3 Reading										
12	Article 3 Mathematics										
	SUPPORT SERVICES:										
13	Hearing										
14	Vision										
15	Speech										
16	Special Education										
17	Social Work										
18	Other (specify) _____										

Pupil Profile, August, 1978

APPENDIX D

SAMPLE LETTERS TO PARENTS

Dear Parents:

Your son/daughter _____ has been selected to participate in a high-quality bilingual/bicultural program offered by the Detroit Public Schools. This program is described in detail on the attached sheet.

It is our hope that this program will assist your son/daughter to make satisfactory progress in school while he/she is learning the English language and becoming acquainted with the American way of life.

As parents, you are encouraged to visit the school and to meet the teachers.

Also, it is your right as a parent to withdraw your son/daughter from this bilingual/bicultural program, if you should so desire, by writing a note stating the reason to the school or region office.

This educational opportunity will be provided for your child at the _____ School _____

If you should have any questions regarding this program, please call _____

Very sincerely yours,

Dear Parents:

Your son/daughter _____ has been selected to participate in a high-quality bilingual/bicultural program offered by the Detroit Public Schools. This program is described in detail on the attached sheet.

It is our hope that this program will assist your son/daughter to make satisfactory progress in school while he/she is learning the English language and becoming acquainted with the American way of life.

As parents, you are encouraged to visit the school and to meet the teachers.

Also, it is your right as a parent to withdraw your son/daughter from this bilingual/bicultural program, if you so desire, by writing a note stating the reason, to the school or region office.

This educational opportunity will be provided for your child at the _____ School _____.

If transportation is necessary, your son/daughter will be provided with free bus tickets or will be transported by a school bus.

If you have any questions regarding this program, please call

_____

Please complete the attached form and return it to your local school principal as soon as possible.

Very sincerely yours,

_____

Bilingual/Bicultural Education

_____

Pupil's Name

_____

Address

_____

School

_____

Telephone

☐ YES I give permission for my child to be transported for bilingual/bicultural educatfonal services.

☐ NO I do not give my permission for my child to be transported for bilingual/bicultural educational services.

_____

Signature of parent Date

ALBANIAN

Te dashtun prind

Djali-vajza e juej_____asht zgjedh per te marre pjese ne programin dy-gjuhsor e kultural dhanun prej shkollave publike te Detroidit.Ky program asht pershkrue gjanesisht ne pjesen e bashkangjitun.

Shpresojme se ky program ka per te ndihmue djalin-vajzen t'uej me perparue ne shkolle ,deri sa,djali-vajza,te mesoje gjuhen Anglishte dhe te njoftohet me jeten Americane.

Si prind,ne se dishroni te vizitoni shkollen dhe te njifeni me mesuesjeni te mireardhun.

Gjithashtu asht e drejta e juej,po qe se dishroni,te terhiqni fmijt t'uej prej ketij programi dy-gjuhsor dhe kultural.

Po kje se nuk dueni mund te na shkrueni tuj paraqit arsyen shkolles ose zyres se Seksionit te Arsimit.

Ky program ka per t'u dhan per fmin t'uej ne_____ shkollen_____ .Po kje se bartja asht e nevojsheme djali-vajza e juej ka per t'u bajt me autobus tuj i u pague biljeta ose me busin e shkolles.

Po kje se keni ndoj pytje persa i perket ketij programi u lutemi te thirrni

---

I Ndershemi,

I lutemi te plotesoni formen e bashkangjitun,dhe t'a ketheni te drejtori i shkolles sa mapare

I jueji i nderime

Aresimi dy dy gjuhsore/kultural

Emni i nxansit

Adresa

Shkolla

Telefoni

☐ Po,une lejoj fmin t'em te transportohet(baret) per sherbimin dy gjuhesore dhe kultural.

☐ Jo-nuk lejo lejen qe fmija i jem te transportohet per programin dy gjuhsore.

عـزيـزى الوالديـــن

ان ابنكم/ ابنتكم-_____ قد وقـع الاختيار عليـه / عليها في برنامـج ذو نوعيه عاليه لاستعمال اللغتين الذى تقدمه المدارس في مدينة ديترويت وهـــذا البرنامج موصوف بالتفصيل على الصفحه المرفقه •

اننا نامل من ان البرنامـج سيساعد ابنكم / ابنتكم حتى يحصل / تحصل على تقدما مرضيـا في المدرسة بينما يتعلم / تتعلم اللغة الانجليزية ويصبح ملما / وتصبح ملمة بالحياه الامريكيه •

كوالديـن ، نشجعكم على زيارة المدرسة لمقابلة المعلمين وكذلك ، انـه لمن حقكم كوالديـن ان تسحبا ابنكم / ابنتكم من هذا البرنامـج اذا رغتم ، وذلك بالكتابه واعطاء السبب الـــى المدرسة او مكتب المنطقه •

هذه الفرصه التربويـه موجوده لابنكم / ابنتكم في مدرسة _____ اذا كان ابنكم / ابنتكم بحاجة الى ناقلة فسوف يعطى / تعطي تذاكر للسفر مجانا او ينقـــل في باص المدرسة •

اذا كان لديكم اى سؤال عن هذا البرنامـج نرجو الاتصال هاتفيـا •
الرجاء اكمال النمـوذج المرفق وارجاعه الى مدير المدرسة باسرع وقت•

المخلـــــــص

عـزيـزى الوالديـــن

ان ابنكم/ابنتكم _____ قد وقع الاختيار عليه-/عليها في برنامـج ذو نوعية عالية لاستعمال اللغتين الذى تقدمه المدارس في مدينـة ديترويت وهـذا البرنامج موصوف بالتفصيل على الصفحه المرفقه •

اننا نامل من ان البرنامـج سيساعد ابنكم/ابنتكم حتى يتقدم تقدم مرض في المدرسة بينما يتعلم/ تتعلم اللغة الانجليزية ويصبح ملما / وتصبح ملمة بالحياة الامريكيـه •

كوالدين ، نشجعكم على زيارة المدرسة لمقابلة المعلمين وكذلك ، انه حقكم كوالدين ان تسحبـا ابنكم/ابنتكم من هذا البرنامـج اذا رغبتم ، وذلك بالكتابة واعطاء السبب الى المدرسة او مكتـب المنطقه •

هذه الفرصه التربويـه موجوده لابنكم/ ابنتكم في مدرسـة _____

اذا كان لديكم اى سؤال عن هذا البرنامج نرجو الاتصال هاتفيا •

المخلـــــــص

نموذج
الثقافه باللغتين

اسم الطالب : _____

عنوانه : _____

نمرة الهاتف : _____

اسم المدرسه : _____

نعم اعطي السماح لابنتي / لابني حتى يسفر / تسفر للحصول على الخدمات الثقافيه باللغتين •

لا • لا اسمح لابني / لبنتي حتى يسفر / تسفر للحصول على الخدمات الثقافيه باللغتين •

امضاء الوالدين _____

_____

التاريخ _____

中英語言/中美文化教育

以英文作外国語言，幫助維持統私文化

对学生家庭来说以英文为主要语言者，底特律（DETROIT）公立学校设有高等二种语言/多维文化程序。这样的课程也把以下二类的教育：

以英文作为外国语言

以英文作外文的英文课是用来帮助家庭中不讲英文的学生，学生所学的是：

1. 听讲，看私学英文
2. 随着学生的英文进步速度逐渐增加用英文教课程私各种概念。

住统私文化

学生必需被准许使他能对他自己的文化传统引以自傲並具有自信心。这是很重要的，且这方面的教育将有：

1. 中美二国歷史私文化的异同。
2. 以正确态度明白私欣赏所学习的中美文化。
3. 通过社会私文化的沟通，使学生能了解自己私他人

亲爱的家长们：

您的和您子/女的 _____ 被选参加新特律（加州）公立学校的高等中英语言/中英文化课程。这课程的详细的各已为补习班附在这封信中。

我们希望这课程能帮助您的和您子/女的在学习英文和适应新习惯美国式的生活的同时能在学校中不断地学习和进步。

我们鼓励您的家长的和学校去和老师们见面。

您们也有作为家长的权利不允许您的和您子/女参加这项中英语言/多种文化的课程。如果您们不允许的话，请与位至学校或地方性有关指南，查请在信中写明原因。

您们的孩子将在 _____ 学校 _____ 接受这项教育。

如果学校不在学行范围中，您们的和您子/女可以得到真么样事或参培训事。

如果您们有任何问题，请打电话至：_____

CHINESE

第二页

請把以下表格填妥以尽快交给你的学校的校长。

二种語言/二种文化教育

学生姓名

地址

学校校名

电話

□ 是，我允許我的孩子参与学校以便能得到二种語言/二种文化的教育.

□ 不，我不允許我的孩子参与学校以便能得到二种語言/二种文化的教育

FRENCH

Monsieur/Madame,

Votre fils/fille_____a été choisi(e) afin de participer à un programme bilingue et biculturel de haute qualité offert par DETROIT PUBLIC SCHOOLS. Ce programme est décrit en détail dans la notice ci-jointe.

Nous espérons que ce programme aidera votre fils/fille dans ses études pendant la période ou il/elle se familiarise avec la langue anglaise et la vie américaine..

En tant que parent d'élève vous êtes invité à visiter l'école et à rencontrer les professeurs.

Si tel est votre désir vous êtes autorisé à retirer votre fils/fille de ce programme bilingue et biculturel. Dans ce cas vous n'avez qu'a écrire au bureau administratif de l'école cu de la région, tout en indiguent le motif de votre décision.

Les cours serent donnés à_____School_____
Pour tout renseignement supplémentaire vous êtes prié d'appeler le_____.

Veuillez agréer, Monsieur/Madame, l'expression de nos sentiments distingués.

D25

Liebe Eltern!

Ihr Kind _____ ist zur Teilnahme an einem hochwertigen zweisprachigen und bikulturellen Programm, das von den oeffentlichen Schulen in Detroit angeboten wird, ausgewaehlt worden. Dieses Programm ist in seinen Einzelheiten auf beiliegendem Blatt erklaert.

Wir hoffen, dass dieses Programm Ihrem Kind helfen wird, im Unterricht Fortschritt zu machen, waehrend es Englisch lernt und mit der amerikanischen Lebensweise bekannt wird.

Als Eltern sind Sie herzlich eingeladen, die Schule zu besuchen und die Lehrer kennenzulernen.

Ausserdem ist es Ihr Recht als Eltern, Ihr Kind von diesem zweisprachigen und bikulturellen Unterricht abzumelden, sollte das Ihr Wunsch sein, indem Sie der Schule oder der Schulbehoerde schriftlich Ihre Gruende dafuer darlegen.

Diese Bildungsmoeglichkeit wird Ihrem Kind in der _____ Schule _____ ermoeglicht.

Sollte fuer Ihr Kind ein Verkehrsmittel noetig werden, stellen wir ihm einen Schulbus oder Busfahrscheine frei zur Verfuegung.

Sollten Sie weitere Fragen bezueglich dieses Programmes haben, wenden Sie sich bitte an die Schulbehörde unter folgender Rufnummer

_____

Fuellen Sie bitte nachstehendes Formular aus und senden Sie es sobald wie moeglich an den Rektor Ihrer Schule zurueck.

Mit vorzueglicher Hochachtung!

Zweisprachige und bikulturelle Schulbildung

_____
Name des Schuelers

_____
Adresse

_____ _____
Telefon Schule

☐ Ja, ich gebe meine Erlaubnis, dass mein Kind zu Zwecken zweisprachigen und bikulturellen Unterichts mit einem Verkehrsmittel befoerdert werden darf.

☐ Nein, ich gebe meine Erlaubnis nicht, dass mein Kind zu Zwecken zweisprachigen und bikulturellen Unterrichts befoerdert werden darf.

_____ _____
Unterschrift der Eltern Datum

ZWEISPRACHIGE UND BIKULTURELLE SCHULBILDUNG

ENGLISCH ALS ZWEITE SPRACHE/ERBE UND KULTUR

Die oeffentlichen Schulen Detroits stellen einen hochwertigen Bildungsplan fuer diejenigen Schueler zur Verfuegung, die aus Familien stammen, in denen Englisch nicht die Muttersprache ist.

ENGLISCH ALS ZWEITE SPRACHE

Der Unterricht in Englisch als zweite Sprache ist darauf ausgerichtet, denjenigen Schuelern zu helfen, deren Muttersprache nicht Englisch ist. Der Unterricht umfasst folgende Gebiete:

1. Sprachfaehigkeiten einschliesslich Verstehen, Sprechen, Lesen und Schreiben.
2. Lehrfaecher und Begriffe in dem Masse, in dem die englischen Sprachkenntnisse des Schuelers mit ihnen Schritt halten koennen.

ERBE UND KULTUR

Es ist besonders wichtig, dass dem Schueler bei der Entfaltung einer positiven Identifizierung mit seinem eigenen Kulturerbe und der Entfaltung von Selbstvertrauen und Sicherheit geholfen wird. Der Unterricht umfasst Folgendes:

1. Geschichtliche und kulturelle Beitraege der Voelker beider Sprachen.
2. Ein positives Verstaendnis und Anerkennen der in der Klasse vertretenen Kulturen.
3. Des Schuelers Bejahen seiner selbst und anderer durch gesellschaftlichen Verkehr.

Ἀγαπητοί γονεῖς :

Ὁ γυιός (ἡ κόρη σας) _____ ἔχει ἐκλεγεῖ νά λάβη μέρος σέ ἕνα πουδαῖο δίγλωσσο ἐπιμορφωτικό πρόγραμμα τό ὁποῖο προσφέρουν τά Δημόσια Σχολεῖα τοῦ Detroit. Τό πρόγραμμα αὐτό περιγράφεται ἐν λεπτομερεία στίς ἐπόμενες σελίδες.

Ἐλπίζομε ὅτι τό πρόγραμμα αὐτό θά βοηθήση τόν γυιό (ἡ κόρη σας) νά ἔχη ἱκανοποιητική πρόοδο στό σχολεῖο ἐνῶ θά μαθαίνη τήν Ἀγγλική γλῶσσα, καί συγχρόνως θά γνωρίζη τόν Ἀμερικανικό τρόπο ζωῆς.

Σάν γονεῖς, σᾶς ἐνθαρρύνομε νά ἐπισκεφθῆτε τό σχολεῖο καί νά γνωρίσετε τούς καθηγητάς.

Ἐπίσης, σάν γονεῖς ἔχετε τό δικαίωμα νά ἀποσύρετε τόν γυιό (ἡ κόρη σας) ἀπό τό Δίγλωσσο Ἐπιμορφωτικό Πρόγραμμα, ἐάν τό ἐπιθυμῆτε, γράφοντάς μας καί ἐξηγώντας τήν αἰτία, στό σχολεῖο ἤ στό περιφερειακό γραφεῖο.

Αὐτή ἡ ἐκπαιδευτική εὐκαιρεία θά χορηγηθῆ στό παιδί σας στό _____ σχολεῖο _____.

Ἐάν ἔχετε κανένα ἐρώτημα γιά τό πρόγραμμα αὐτό σᾶς παρακαλῶ τηλεφωνήστε _____.

Εἰλικρινῶς,

Cari genitori:

Il Loro figlio / La Loro figlia _____ è stato scelto / stata scelta

a participare in un programma bilingue e biculturale di alta qualità offerto per le Scuole Pubbliche di Detroit. Questo programma è descritto chiaramente nel foglio attaccato.

È la nostra speranza che questo programma aiuti il Loro figlio / la Loro figlia a fare progresso sodisfacente nella scuola mentre egli/essa impara l'inglese e fa la conoscenza di com'è la vita americana.

Come genitori, Loro sono incoraggiati a visitare la scuola ed a conoscere i maestri.

Anche, è il Loro diritto di ritirare il Loro figlio / la Loro figlia da questo programma bilingue/multiculturale se lo vogliono fare, per scrivere una nota dicendo la ragione alla scuola o all'ufficio regionale.

Questa opportunità educativa sarà provvista per il Loro figlio / la Loro figlia alla Scuol _____.

Se c'è bisogno di trasporto, il Loro figlio / la Loro figlia sarà provvisto (-a) coi biglietti d'autobus gratis, o sarà trasportato (-a) da un autobus della scuola.

Se hanno delle domande riguardo a questo programma, chiamino per favore _____.

Per favore completino il modulo attaccato e ritorninolo al direttore della Loro scuola il più presto possibile.

Loro devotissimo

ITALIAN

EDUCAZIONE BILINGUE/BICULTURALE

_____

Nome dello studente

_____

Indirizzo

_____

Scuola

_____

Telefono

☐ SI Do il mio permesso per trasportare mio figlio / mia figlia per i servizi educativi bilingue/biculturali.

☐ NO Non do il mio permesso per trasportate mio figlio / mia figlia per i servizi educativi bilingue/biculturali.

_____ _____

Firma del genitore Data

친애하는 학부형

귀하의 자녀 _____는 다트로이트 교육국에서 특별히 마련한 질의 높고 높위 있는 이중 언어와 이중 문화 교육을 받을 수 있는 좋은 기회를 갖게 되었읍니다. 이 교육 방법과 내용에 대해서 별지에 기록된 것을 참고하기 바랍니다.

귀하의 자녀가 영어를 완전히 습득하고, 미국 생활에 대한 모든 것을 익힌 다음 하나의 시민으로서 완전한 생활을 할 수 있을 때까지 도와 줄 수 있는 프로그램이 바로 이번에 실시하게 되는 이 교육 방법이 아닌가 생각합니다.

그렇기 때문에 학부형되시는 귀하께서 학교를 직접 방문하시고 교사들을 만나 보시기 권하고 있읍니다.

만일 귀하의 자녀가 이 교육 방법을 실시하라든가 혹은 이 교육 방법을 통하여 만족스러운 교육을 받고 있지 못한다고 인정했을 경우에는 학부형되시는 분은 언제든지 자녀를 다른 프로그램을 통해서 공부할 수 있게 해 달라고 학교 당국에 서신으로 연락할 권리가 있읍니다.

이번에 귀하의 자녀는 _____학교 _____에서 이 교육을 받을 기회가 있읍니다.

귀하의 자녀가 이 학교를 다니는 데 교통상의 불편이 있으면, 학교 당국으로부터 무료 버스 표를 받을 수 있으며, 아니면 학교 버스를 이용하여 통학할 수 있읍니다.

만일 이 문제에 대해서 의문나시는 점이 있으시면 아래로 연락해 주시기 바랍니다.

_____

다음 분을 메꾸신 다음 귀하의 자녀가 다니는 학교의 교장 선생에게 돌려 보내 주시기 바랍니다.

대단히 감사합니다.

이중 언어 / 이중 문화 교육

_____
아동의 성명

_____
주소

_____
학교명

_____
전화 번호

☐ 저의 아이가 이중 언어, 이중 문화 교육을 받게 되기를 원합니다.

☐ 저의 아이가 이중 언어, 이중 문화 교육을 받게 되기를 원하지 않습니다.

_____
부모의 사인

Għeziez Genituri: -

It-tifel/tifla tagħkom gie/giet magħzul (a) biex jieħu sehem fi program specjali ta' edukazjani mogħti mill Public Schools ta' Detroit. Dan l-program qed jigi mfisser f' cirkulari li hawn ma din l-ittra.

It-tama tagħna hi li dan il program jgħin lit-tifel/tifla tagħkom biex jagħmlu progress fl-iskola waqt li jkunu qed jitgħallmu bl-inglis u waqt li jkunu qed isiru jafu aktar fug il-ħajja fl' Amerika.

Bħala genituri, aħna nħeggukom taslu wasla sa l-iskola u tiltaqgħu mat - teachers.

Intom għandkom wkoll id-dritt li ma tħallux lit tifel/tifla tagħkom jiehdu sekem f' dan l-program. Jekk ma tridux li tifel/tifla tagħkom jiehdu sehem f' dan il program, iktbu ittra lil principal ta l-iskola u għidu għaliez ma tridux lit tifel/tifla jiehdu sehem f' dan l-program.

Dan l-program ser jingħata lit tifel/tifla tagħkom f'iskola.

Jekk ikun hemm bzann ta' trasport, it-tifel/tifla tagħkom jigu mogħtiha bus ticket jew trasport.

Jekk għandkom xi mistoqsijiet dwar dan il-progra, tistgħu eceimplu.

_____

Isem l-istudent

_____

Indirizz

_____

Telephone

☐ IVA Jien nagħti permess lit-tifel/tifla tiegħi li jigu trasportati għal program edukazzjonali ta' zewg lingwi u kulturi.

☐ LE Jien ma nagħtix permess lit-tifel/tifla tiegħi li jigu trasportati għal program edukazzjonali ta' zewg lingwi u kulturi.

_____

Isem il-genituri Data

POLISH

Drodzy Rodzice:

Wasz (a) syn (córka) _____ był (a) wybrany (a) ażeby uczęstniczyć w wysoko-jakościowym dwujęzycznym/dwukulturalnym programie ofiarowanym przez Detroickie Publiczne Szkoły. Ten program jest opisany szczegółowo na załączonej kartce.

My spodziewamy się że ten program pomoże waszemu (j) synowi (córce) ażeby zrobic zadawalający postęp w szkole podczas kiedy on (ona) uczy sie Angielskiego języka i zaczyna zaznajamiac się z Amerykanskim stylem życia.

Jako rodzice, my was zachecamy ażeby odwiedzic szkołę i spotkać nauczycieli.

Także, to jest wasze prawo jako rodziców wycofać waszego (ą) syna (córkę) z tego dwujęzycznego/dwukulturalnego programu, jeżeli wy życzylibyście, przez napisanie notatki do szkoły albo rejonowego biura, podając tego przyczynę.

Ten naukowy program bedzie prowadzony dla waszego dziecka w _____ Szkole _____

Jeżeli wy będziecie mieli jakieś pytania dotyczace tego programu, prosze zadzwonić _____

Z uszanowaniem,

Drodzy Rodzice:

Wasz (a) syn (córka) _____ był (a) wybrany (a) ażeby uczęstniczyć w wysoko-jakościowym dwujęzycznym/dwukulturalnym programie ofiarowanym przez Detroickie Publiczne Szkoły. Ten program jest opisany szczegółowo na załączonej kartce.

My spodziewamy się że ten program pomoże waszemu (j) synowi (córce) ażeby zrobic zadawalający postęp w szkole podczas kiedy on (ona) uczy sie Angielskiego języka i zaczyna zaznajamiac się z Amerykanskim stylem życia.

Jako rodzice, my was zachecamy ażeby odwiedzic szkołę i spotkać nauczycieli.

Także, to jest wasze prawo jako rodziców wycofać waszego (ą) syna (córkę) z tego dwujęzycznego/dwukulturalnego programu, jeżeli wy życzylibyście, przez napisanie notatki do szkoły albo rejonowego biura, podając tego przyczynę.

Ten naukowy program bedzie prowadzony dla waszego dziecka w _____Szkole_____

Jeżeli transportacja bedzie potrzebna, wasz (a) syn (córka) będzie zaopatrzony (a) w darmowe ażtobusowe bilety albo bedzie przewieziony (a) przez szkolny ażtobus.

Jeżeli wy będziecie mieli jakieś pytania dotyczace tego programu, prosze zadzwonić _____

Prosimy wypełnic załączoną formę i oddac ją do waszego principal jak najszybciej.

Z powazaniem,

Dwujęzyczna/Dwukulturalna Nauka

Nazwisko Ucznia

Adres

Szkola

Telefon

☐ TAK ja daje pozwolenie ażeby moje dziecko bylo przewożone do dwujęzyczego/dwukulturalnego programu.

☐ NIE ja nie daje pozwolenia ażeby moje dziecko bylo przewożone do dwujęzycznego/dwukulturalnego programu.

Podpis Rodzicow Data

ਨਿਗਮਸਭਾ ਵਾਰਡਾਂ ਹਲਕਾ ਨੰ: ਤੇ ਚੋਣ
ਤੋਂ ਚੋਣ ਲੜਨ ਲਈ ਸਮੂਹ ਵੋਟਰਾਂ ਦੇ ਪਰਿਸ਼ਦਪੱਤਰ ਨੂੰ ਸਿੱਧੇ।

ਆਪਦਾ ਉੱਤਰ ਅਭਿਲਾਸ਼ੀ

ਦੇ ਭਾਸ਼ੀ / ਦੇ ਸਕਿਆ ਸਾਰ ਦਿੱਤਿਆ

ਦਿੱਤਿਆ ਸ਼ੀ ਦਾ ਸ਼ਹਿਰ

ਪਤਾ

ਸਮੂਹ

ਟੈਲੀਫੋਨ

☐ ਜ, ਮੈਂ ਆਪਣੇ ਚੱਜ ਨੂੰ ਦੇ ਭਾਸ਼ੀ / ਦੇ
ਸਕਿਆ ਸਾਰ ਦਿੱਤਿਅ ਮੇਦਾਂ ਕਰੀ ਸਿਰਾਫ਼
ਦੀ ਸਾਰਿਆ ਦਿੰਦਾ ਜ।

☐ ਨਹੀਂ, ਮੈਂ ਆਪਣੇ ਚੱਜ ਨੂੰ ਦੇ ਭਾਸ਼ੀ / ਦੇ
ਸਕਿਆ ਸਾਰ ਦਿੱਤਿਅ ਮੇਦਾਂ ਕਰੀ ਸਿਰਾਫ਼
ਦੀ ਸਾਰਿਆ ਨਹੀਂ ਦਿੰਦਾ।

ਮਾਤਾ-ਪਿਤਾ ਦੀ ਸਹੀ

ਤਾਰੀਖ

ਪਿਆਰੇ ਮਾਤਾ-ਪਿਤਾ :

ਤੁਹਾਡਾ ਫਰਜ਼ਿਦ/ਫਰਜ਼ਿਦੀ _____

ਡਿਟਰਮਾਇਟ ਪਬਲਿਕ ਸਕੂਲ ਦੀ ਤਰਫੋਂ ਇਹ ਸਾਡੇ ਲਈ ਬੜੀ ਖੁਸ਼ੀ ਦੀ ਗੱਲ ਹੈ। ਇਹ ਸਕਿਮਾਚਾਰ ਪ੍ਰੋਗਰਾਮ ਕਈ ਚੁਣਿਆ ਗਿਆ ਹੈ। ਪ੍ਰੋਗਰਾਮ ਨਾ ਸਿਰਫ ਕਾਗਜ਼ ਤੇ ਦਿਮਾਗ ਪੂਰਨ ਰੂਪ ਹੈ।

ਅਸੀਂ ਆਸ਼ਾ ਕਰਦੇ ਹਾਂ ਕਿ ਇਹ ਪ੍ਰੋਗਰਾਮ ਤੁਹਾਡੇ ਫਰਜ਼ਿਦ/ਫਰਜ਼ਿਦੀ ਨੂੰ ਸਕੂਲ ਦਿੱਚ ਉੱਚਤਰੀ ਸੱਭਾ ਉਪਲਭੀ ਸਕਦਿੱਚ ਕਰਨ ਉਹ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਸਿਖਰਿਹ ਹੈ ਤੇ ਅਮਰੀਕਨ ਜ਼ਿੰਦਗੀ ਦੇ ਨੇਮ ਤਰੀਕਿਆਂ ਨਾਲ ਪ੍ਰਭਾਵਤ ਹੋਰ ਹੈ, ਸਹਾਇਕ ਕਰੇਗਾ।

ਮਾਤਾ-ਪਿਤਾ ਦੇ ਨਾਤੇ ਤੁਸੀਂ ਸਕੂਲ ਦਿੱਚ ਗਤੀ ਅਤੇ ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਿਲੋ।

ਮਾਤਾ-ਪਿਤਾ ਹੋਣ ਦੇ ਨਾਤੇ ਇਹ ਤੁਹਾਡਾ ਹੱਕ ਹੈ ਕਿ ਤੁਸੀਂ ਆਪਣੇ ਫਰਜ਼ਿਦ/ਫਰਜ਼ਿਦੀ ਨੂੰ ਦੇ ਸਕੋ। ਦੇ ਸਕਿਮਾਚਾਰ ਪ੍ਰੋਗਰਾਮ ਦਿੱਚੋ, ਸਕੂਲ ਜਾਂ ਖੇਤਰ ਨੂੰ ਲਿਖਤੀ ਨੋਟ ਭੇਜੋ, ਦੇ ਚਾਹੋ, ਤਾਂ ਮੋਟ ਸਕਦੇ ਹੋ।

ਤੁਹਾਡੇ ਬੱਚੇ ਕਈ ਇਮਤਿਹਾਨ ਅਦਾਲ _____ ਸਕੂਲ _____ ਦਿੱਚ ਦਿੱਤਾ ਜਾਵੇਗਾ। ਦੇ ਟਰਾਂਸਪੋਰਟੇਸ਼ਨ ਦੀ ਵੀ ਤੁਹਾਡੀ ਜ਼ਿੰਮੇਵਾਰੀ ਹੈ ਤੁਹਾਡੇ ਫਰਜ਼ਿਦ/ਫਰਜ਼ਿਦੀ ਨੂੰ ਮੁਫ਼ਤ ਬਸ ਸੇਵਾਵਾਂ ਦਿਵਾਉਣ ਲਈ ਤੁਸੀਂ ਸਾਡੀ ਜਾਂ ਸਕੂਲ ਬਸ ਗਾਈਡ ਨਾਲ ਸੰਪਰਕ ਕਰ ਸਕਦੇ ਹੋ।

ਦੇ ਤੁਹਾਨੂੰ ਇਸ ਪ੍ਰੋਗਰਾਮ ਬਾਰੇ ਕੁਝ ਪੁੱਛਣਾ ਹੋਵੇ ਤਾਂ ਕਾਲ ਕਰੋ

RUSSIAN

Дорогие Родители:

Отобрали вашего сына/вашую дочь _____ участвовать в хорошой двуязычной/культурной программе в Публичных Школах Детройта. Эта программа отписывается на другом листе.

Надеемся, что эта программа будет помогать сыну/дочери успешно учиться английскому языку и быть знаком(а) с американским образом жизня.

Приглашаем вас приходить к нам, встречаться с учителями.

Конечно вы, родители, имеете право удалить сына/дочь из программы, если вам хочеться; просто напишите заметку, и объясняйте почему школе или местной службе.

У вашего сына/вашей дочери будет этот учебный случай в

_____ Школе _____

Если переводозка нужна, будет автобус бесплатно.

Если есть вопросы, позвоните

_____

искренно преданный Вам,

SERBO-CROATIAN

Postovani Roditelji:

Vas sin/cerka_____je bio/bila odabran/na da učestvuje u visokokvalitetnom dvojezičnom/dvokulturnom programu, ponudjen od strane Državnih Škola u Detroitu. Ovaj nastavni program opisan je detaljno u prilozenom listu.

Mi se nadamo da će ovaj program pomeči vasem sinu/kčeri da uspešno napreduje u školi za vreme učenja engleskog jezika i da se upozna sa američkim načinom života.

Kao roditelji, Vi ste pozvani i potstaknuti da posečujete školu i da upoznate učitelje.

Takodje, u Vašem je pravu kao roditelj, da povlačite vašeg sina/kčer iz ovog dvojezičnog/visekulturnog programa ukoliko želite, pismenim obaveštenjem škole ili oblasne kancelarije, naznačujući razlog.

Ova povoljna vaspitanja, biče prožena Vašem detetu u _____školi_____

Ukoliko je potreban prevoz, Vaš sin/kči biče snabdeven/na bezplatnim autobuskim kartama ili če biti prevezen/na školskim autobusom.

Ukoliko želite da postavite neka pitanja u vezi ovog programa obratite se na

_____

SERBO-CROATIAN

Molimo Vas, popunite prilozeni formular i vratite ga directoru Vaše mesne škole, što pre moguce.

S poštovanjem, Vas

_____

Dvojezična/Dvoculturna Nastava

_____
Ime ucenika

_____
Adresa

_____
Skola

_____
Telefon

☐ Da, ja dozvolavam mome detetu da bude prevezan na dvojezičnu/dvokulturnu nastavnu službu.

☐ Ne, ja ne dozvoljavam da moje dete bude prevezano na dvojezičnu/dvoculturnu nastavnu službu.

_____
Potpis roditelja Datum

D61

SPANISH

Estimados Padres:

Su hija/hijo ha sido seleccionado para participar en el programa de educación bilingüe/bicultural que le ofrece las Escuelas Publicas de la Cuidad de Detroit.

Este programa esta descrito en la pagina adjunta. Esperamos que este programa contribuya al progreso satisfactorio de su hijo/hija en la escuela, al mismo tiempo que aprende el Inglés y se familiariza con el modo de vida americana. Uds. como padres pueden visitar la escuela para conocer al maestro.

También tienen el derecho, como padres, de retirar a su hijo/hija del programa bilingue/bicultural si Uds. lo desean. Esto debe hacerse por escrito, informando a la oficina de la región.

Esta oportunidad educativa se le ofrece a su hijo/hija en la escuela

_____

Si su hijo/hija necesita transporte, se le darán boletos gratis para el autobús o se le ofrecera el autobus escolar.

Si Uds. Tienen preguntas acerca de este programa, pueden llamar a

_____

Por favor completar la forma adjunta a esta carta y regresarla al director de su escuela lo mas pronto posible.

Sinceramente,

EDUCACIÓN BILINGUE/BICULTURAL

_____ _____

Nombre del Estudiante Nombre de la escuela

_____

Domicilio

_____

Numbero de telefono

Si doy permiso para que transporten a mi hijo/hija a los servicios educativos del programa bilingue/bicultural.

No doy permiso para que transporten a mi hijo/hija a los servicios educativos del programa bilingue/bicultural.

D63 Firma _____ Fecha

Estimados Padres:

Su hijo/hija ha sido seléccionado para participar en el programa de educación bilingüe/bicultural de las Escuelas Publicas de la Ciudad de Detroit.

La descripción de este programa se encuentra en la página siguiente. Esperamos que el programa contribuya al progreso satisfactorio de su hijo/hija en la escuela, mientras aprende el Ingles y se familiariza con el modo de vida en este país. Uds. como padres, pueden visitar la escuela para conocer al maestro. También tienen el derecho, como padres, de retirar a su hijo/hija del programa bilingüe/bicultural si lo desean. Esto debe hacerse por escrito, informando a la oficina de la región, la razón por la cual desean tomar dicha medida.

Esta oportunidad educativa se le ofrece a su hijo/hija en la escuela

_____

Si Uds. tiene preguntas acerca de este programa, pueden llamar a

_____

Sinceramente,

KARUNUNGAN SA MARAMING WIKA AT KULTURA
WIKANG INGLES BILANG IKALAWANG WIKA/KULTURA AT KASAYSAYAN

Ang Detroit Public Schools ay nag-aalay ng isang programa para sa mga mag-aaral na nanggagaling sa mga bansa na ang wikang ingles ay hindi ginangamit bilang pangunahing wika. Kasama sa programa ang sumusunod na kurso.

WIKANG INGLES BILANG PANGALAWANG WIKA

Ang kursong ito ay naisip para matulungan ang mga estudyante na hindi gumagamit ng ingles sa kanilang bansa bilang pangunahing wika. Ang pagtuturo ay iaalay sa:

1) Paghasa ng pagunawa, pagsalita, pagbasa at pagsulat ng wikang ingles.
2) Ibang pang kurso na patuloy na maghasa ng kakayahan ng mag-aaral sa wikang ingles.

KULTURA AT KASAYSAYAN

Importante na ang mag-aaral ay matulungang umunlad ang kanyang pagunawa at pagmamahal sa kanyang sariling kultura, at lumaki sa tiwala at tiwala sa sarili. Kasama sa pagtuturo ang mga sumusunod:

1) Ang kontribusiyon ng mga mamamayan ng dalawang bansa sa pamamagitan ng kultura at kasaysayan.
2) Ang magandang pagunawa at paghanga ng mga iba-ibang kultura sa paaralan.
3) Ang pagtanggap ng mag-aaral ng kanyang sarili at ng ibang tao sa pamamagitan ng pakikisalimuha.

Mga Magulang:

Ang inyong anak _____, ay napiling sumama sa isang mataas na uring programa na inaalay ng Detroit Public Schools. Ang programang ito ay aming ipinapaliwanag sa kabilang papel.

Inaasahan namin na ang programang ito ay makakatulong sa inyong anak upang umunlad sa paaralan sa bayang ito habang siya ay natututong maunawan ang buhay dito sa Amerika at ang wikang ingles.

Bilang mga magulang, inaanyahan namin kayong bumisita sa paaralan at makilala ang mga maestra.

Nasa inyo ang karapatan na itanggal sa programa ang inyong mga anak, kung ito ang inyong nais. Sumulat lang po kayo sa paaralan o sa pinakamalapit na tanggapan at ipaliwanag ang inyong dahilan.

Ang ganitong oportunidad ay inaalay sa inyong anak sa _____paaralan_____.

Kung mayroon pa kayong tanong tungkol sa programa, tawagan po lamang ang numero # _____.

Gumagalang,

Farkli iki dilde / Farkli iki Kültürde Egitim Detroit Public Schools, günlük konuşma dili İngilizce olmayan bir ülkeden yahut çeureden gelen öğrenciler için, farkli iki dilde / farkli kültürlerde öğretim yapacak yüksek kaliteli yeni bir programi başlolt maktadir.

Farkli iki dilde eğitim, öğretimenin, ingilizce ile beraber, konuşma, okuma, yazma yahut anlamayi açiklayabilmek için, öğrencinin ana olilinde konuşmasi anlamini taşimaktadir. Bu nedenden dolayi, farkli iki dilde program, üzerinde çalişilacak şu konuldri Rapsayacaktir.

1. Okul kural ve yönetmelikleri öğrencinin ana dilinde öğretilecektir.
2. Lisani iyi öğrenmek için gerekli olan anlama, konuşma, okuma, yazma konularindaki incelikler öğrencinin and dilinde oğretilecektir. Eğitim, çalişilacak lisanin melodisi, yapisi ve kelime hazinesi üzerine yoğunlastirilacaktir.
3. Matematik ve fen bilimleri ile ilgili konu ve kavramlar öğrencinin ana dilinde öğretilecektir.
4. Öğrenciye, ayni Zamanda, anlama, konuşma ve daha ileri aşamalarda okuma sonra yazma sirasi izlenerek ikinci dil olarak. İngilizce öğretilecektir.
5. Öğrencinin İngilizce öğrenme miktari arttikca incelenen konu ve kavramlar İngilizce öğretilecektir.
6. Eğitim, öğrencinin kendi öz Kültürünü unutmadoin olumlu bir kisilik sahibi olmasini ve kendine olan güveninin artmoşini sağlamak için öğrencinin gelenek ve görenekleri ile ilgili olacaktir.
7. Her iki olili konuşan insanlarin tarihsel ve kültürel alişverişlerine olanak sağlanmiş olacolktir.
8. Sinifta bulunan çeşitli kültürlerin anlaşilmasi ve takdir edilmesi için olumlu bir yaklaşim yolu sağlanacaktir.
9. Toplumsal temaslarla öğrencinin kendi benliğini kazanmasi ve diğer kişiler tarafindan kabul eolilmesi sağlanacaktir.

"Farkli iki dilde / farkli iki kültürde eğitim" TURKISH

"Ikinci bir dil / gelenek ve kültür olarak ingilizce"

The Detroit Public Schools, günlük konusma dili ingilizce olmayan bir ülkeden yahut çevreden gelen öğrenciler için, yüksek kaliteli yeni bir eğitim programi baslatmaktadir. Bu program aşagidaki iki konuda eğitimi kapsamaktadir.

Ikinci bir dil olarak ingilizce (ESL)

Ikinci bir dil olarak ingilizce dersleri ana dili ingilizce olmayocn öğrencilere yardim edebilmek için düzenlenmiştir. Eğitim şunloiri sağlayacaktir:

1. Anlama, konuşma, okuma ve yazmayi kapsoiyan, ingilizce diline hakim olma.
2. Öğrencinin ingilizce diline olan hakimiyeti ile orantili olarak konu ve kavramlorin incelenmesi.

Gelenek ve kültür

Öğrencinin, kendi öz kültürünü unutmadan olumlu bir kisilik sahibi olmasi ve kendine olan güveninin artmasini sağlayarak, büyümesi özellikle önemlidir. Eğitim sunlari kapsayacaktir.

1. Her iki konusan insanlarin tarihsel ve kültürel alişverişlerini sağlamak.
2. Sinifta bulunan çeşitli kültürlerin anlaşilmasi ve takdir edilmesi için olumlu bir yaklaşim yolununu sağlamak
3. Toplumsal temaslarla öğrencinin kendi benliğini kazoinmasi ve diğer kişiler tarafindan kabul edilmesi.

Sayin veli:

Oğlunuz / kiziniz, Detroit Public Schools tarafindan uygulanan farkli iki dilde / farkli iki kültürde yüksek kaliteli yeni bir programa katilmak için seçilmiş bulunmaktadir.

Bu programin, oğlunuz un kizinizin bir yandan İngilizce öğrenerek okul hayatinda iyi bir ilerleme yapmasina, öte yandanda Amerikan yaşama tarzina yabancilik çekmemesine yardim etmesini ümid ediyoruz.

Öğrenci velileri olarak okulumuzu ziyaret ederek, öğretmenlerle tanişabilirsiniz.

Ayni zamanda, okula ya da yakininizdaki büromuza kisa bir not yazarak oğlunuzu/kizinizi, istediğiniz anda bu farkli iki dilde / farkli iki kültürde programdan çekebilirsiniz.

Bu tür eğitim firsati çocuğunuza

_____okulunda sağlanacaktir

Eğer okula gidip-gelmek sizin için bir sorun olacaksoi, oğlunuza / kiziniza bedava otbüs bileti sağlanacoik veya okulun otobüsü bu iş için kullanilacaktir.

Bu program ile ilgili sorulariniz varsa, lütfen aşağidaki adrese yaziniz yahut telefon ediniz.

_____

Kính thưa Phụ Huynh:

Cháu trai/gái của ông bà tên là_____
đã được chọn tham dự chương trình xúc tích về song ngữ/song văn hóa do Hội các Trường Công Lập Detroit đề xướng. Chương trình nầy được mô tả đầy đủ trong trang đính kèm.
Chúng tôi hy vọng chương trình nầy sẽ giúp cháu tiến bộ tốt đẹp tại trường trong khi cháu học Anh-văn và trở nên quen thuộc với nếp sống Hoa-Kỳ.
Trên cương vị Phụ-Huynh, quý vị được tha thiết mời đến thăm trường sở và tiếp xúc với các giáo sư phụ trách.
Là Phụ Huynh quý vị cũng có quyền rút tên cháu ra khỏi chương trình nếu quý vị muốn bằng cách viết đơn nêu lý do cho trường hay văn phòng học chánh.
Chương trình giáo dục nầy sẽ được giảng dạy cho cháu tại

_____Trường_____.

Muốn biết thêm chi tiết xin quý vị liên lạc với

_____.

Kính thư,

APPENDIX E

CENTRAL AND REGIONAL PERSONNEL - BILINGUAL/BICULTURAL EDUCATION - DUTIES AND RESPONSIBILITIES

APPENDIX E

CENTRAL AND REGIONAL PERSONNEL - BILINGUAL/BICULTURAL EDUCATION - DUTIES AND RESPONSIBILITIES

I. Director, Bilingual/Bicultural Education Program

A. To interpret the bilingual/bicultural programs to administrators in region offices, administrators and teachers in the schools, and members of the staff of the Division of Educational Services.

B. To provide leadership and participate actively in conducting in-service programs, meetings, institutes and workshops to improve the instructional program and to promote the growth of bilingual teachers at the elementary and secondary level.

C. To supervise bilingual instruction in the schools.

D. To provide leadership in basic book selection committees.

E. To participate in the approval of supplementary materials.

F. To assist in the preparation of instructional guides, bulletins and other printed materials used as aids by instructional personnel.

G. To interpret programs to professional educators, community and industry.

H. To report and disseminate information about promising practices, trends and items of educational interest.

I. To assist the Department of Research and Evaluation in preparing surveys and reports and in coordinating city-wide testing programs.

J. To cooperate with the Office of Personnel in reviewing personnel records and interviewing teachers, educational technicians and paraprofessional candidates.

K. To research professional literature for current trends and information.

L. To participate in committees relevant to state assessment, minimal goals and objectives and objective-referenced tests.

M. To be responsible for the supervision of the supervisors, resource teachers, and demonstration teachers of the bilingual program for implementation of the bilingual program.

N. To be responsible for serving as a liaison person [illegible] central staff to regional staff and as a linkage for support for interpretation of policy and laws.

O. To be responsible for serving as a linkage between the non-English-speaking community and the Detroit Public Schools.

P. To be responsible for developing and structuring the City-Wide Bilingual Advisory Committee as mandated by law.

Q. To be responsible for developing a plan to implement bilingual education in the city of Detroit that responds to the needs of the non-English dominant population, the law, and the human and economic resources available to the district.

R. To be responsible for developing an in-service program for the staff in order to foster a positive attitude toward innovative approaches of education that Bilingual/Bicultural Education demands.

S. To coordinate the efforts of different departments of Detroit Public Schools related to the implementation of Bilingual/Bicultural Education in the District.

T. To recruit teachers, education technicians, and paraprofessionals for the Bilingual/Bicultural Education.

U. To participate in local, state, regional and national conferences on Bilingual/Bicultural Education.

V. To monitor and supervise expenditures for the budget of the Bilingual/Bicultural Education Program.

W. To attend meetings with community groups representing different ethnic groups of Detroit.

X. To provide orientation of all staff involved with Bilingual/Bicultural Education, including regular teachers as well as the Bilingual/Bicultural teachers and administrators.

Y. To develop and produce reports for the monitoring commission of the District Court, for the State Office of Education and for different departments within the District when required.

Z. To conduct service questionnaires to determine needs, progress, and the quality of progress.

AA. To develop plans on the basis of experience and service that will contribute to the improvement of bilingual programs in the Detroit Public Schools.

II. Supervisor, Bilingual/Bicultural Education Program

A. To interpret the bilingual/bicultural education programs to administrators in region offices, administrators and teachers in the schools, and members of the staff of the Division of Educational Services.

B. To provide leadership to teachers of Bilingual/Bicultural Education and English as a Second Language throughout the city in elementary, middle and high schools.

C. To develop both long and short range plans for bilingual/bicultural education curriculum.

D. To develop innovative and instructional programs in bilingual/bicultural education.

E. To supervise language instruction in the schools.

F. To supervise and evaluate teachers in the bilingual/bicultural education program.

G. To review and evaluate textbooks, supplementary materials, and audio-visual aids for approval.

H. To meet with community groups and/or their representatives on matters relating to the proposals for bilingual/bicultural education programs.

I. To coordinate state and federally funded programs in the area of bilingual/bicultural education.

J. To perform various administrative tasks, including compiling data, writing memos and reports, as assigned by the Director of Bilingual/Bicultural Education.

K. To assist in the preparation of instructional guides, bulletins, and other printed materials used as aids by instructional personnel.

L. To interpret programs to professional educators, community and industry.

M. To report and disseminate information about promising practices, trends and items of educational interest.

N. To assist the Department of Program Development in writing proposals for funding.

O. To assist the Department of Research and Evaluation in preparing surveys and reports and in coordinating city-wide testing programs.

P. To cooperate with the Office of Personnel in reviewing personnel records, and interviewing teachers, educational technicians and paraprofessional candidates.

Q. To research professional literature for current trends and information.

R. To cooperate and interact with teacher training institutions.

S. To participate in committees relevant to state assessment, minimal goals and objectives and objective-referenced tests.

T. To attend and participate in national, regional, state and local conferences, institutes, seminars, and workshops which deal with bilingual/bicultural education.

U. To particpate in state and national committees pertinent to Bilingual/Bicultural Education and English as a Second Language.

V. To fulfill other duties and responsibilities as assigned by the Director of Bilingual/Bicultural Education.

W. To order instructional materials which are used in bilingual/bicultural educational programs.

III. Junior Administrative Assistant, Bilingual/Bicultural Education Program

A. To provide leadership and participate actively in conducting in-service training programs, meetings, institutes, and workshops designed to improve the instructional program and to promote the growth of bilingual teachers.

B. To interpret the bilingual/bicultural programs to administrators in region offices, administrators, teachers, and staff members of the Detroit Public Schools and to the community.

C. To offer supervisory assistance to the Department of Research and Evaluation in preparing surveys and reports and in coordinating city-wide testing programs.

D. To share responsibility for supervision of resource teachers, and demonstration teachers of the Bilingual Department for implementation of the bilingual program.

E. To share responsibility for serving as a liaison person from the central staff to the regional staff and as a linkage for support for interpretation of policy and laws.

F. To work cooperatively with community liaison and assist in developing strategies between the non-English-speaking community and the Detroit Public Schools.

G. To assist in the development and structuring of the City-Wide Bilingual Advisory Committee as mandated by P.A. 294.

H. To assist in developing strategies for recruiting bilingual staff.

I. To participate in local, state, regional, and national conferences for Bilingual/Bicultural Education.

J. To assist in developing and producing reports for the Monitoring Commission of the District Court, for the State Office of Education, and for different departments within the District when required.

K. To assist in coordinating state and federally funded programs in the area of bilingual education.

L. To work with the Bilingual Director and supervisors to prepare schedules, surveys, guides, reports, evaluation forms and long and short range plans for curriculum.

M. To interact with educational institutions involved in bilingual education.

N. To assist in performing various administrative tasks, in compiling data, writing memos, and reports.

O. To fulfill other duties and responsibilities as assigned by the Director of Bilingual/Bicultural Education Department.

IV. Resource Teacher, Bilingual/Bicultural Education Program

A. To assist in the planning and coordination of in-service program, meetings, institutes and workshops to improve the instructional program and to promote the growth of bilingual teachers at the elementary and secondary level.

B. To participate in the approval of textbooks and supplementary materials including audio-visual aids.

C. To assist in the preparation of instructional guides, bulletins, and other printed materials used as aids by instructional personnel.

D. To research literature on bilingual/bicultural education in order to help gather information for the purpose of compiling materials to update educational interpretation on bilingual instruction.

E. To attend conferences workshops, and other activities at the Federal and State leve as a representative of the Detroit Public Schools Bilingual Department when assigned.

F. To provide technical assistance to teachers and educational technicians in the implementing of the bilingual/bicultural program relating to their responsibilities and functions in the area of bilingual education curriculum materials.

G. To review and order materials and consult with the employees at the Roosevelt Warehouse as to the dissemination of these materials to personnel in the bilingual education program.

H. To assist the bilingual supervisor in preparing schedules, surveys, guides, reports, and evaluation forms.

I. To fulfill other duties and responsibilities as assigned by the Director of Bilingual/Bicultural Education or the supervisor in the Bilingual/Bicultural Education Department.

V. Demonstration Teacher, Bilingual/Bicultural Education Program

A. To interpret the bilingual/bicultural programs to administrators in the region offices, administrators and teachers in the schools.

B. To provide leadership to teachers of Bilingual/Bicultural Education and English as a Second Language in elementary, middle and high schools.

C. To provide technical assistance to Bilingual and ESL teachers in the implementation of bilingual/bicultural education.

D. To coordinate and supervise the tasks of educational technicians assigned as Regional community liaisons.

E. To assist in the developing of innovative instructional programs.

F. To develop both long and short range plans for curriculum.

G. To review and evaluate textbooks, supplementary materials and audio-visual aides for approval.

H. To meet with community groups and representatives in relation to their proposals for new programs.

I. To perform various administrative tasks including compiling data, writing memos and reports.

J. To assist in the preparation of instructional guides, bulletins and other printed materials used as aides by instructional personnel.

K. To interpret programs to professional educators, parents and community.

L. To report and disseminate information about promising practices, trends, and items of educational interest.

M. To assist the Department of Program Development in writing proposals for funding.

N. To assist in the preparation of surveys and reports and in the coordination of region testing programs.

O. To cooperate with the Office of Personnel in reviewing personnel records and interviewing educational technicians and paraprofessionals candidates.

P. To research professional literature for current trends and information.

Q. To cooperate and interact with teacher training institutions.

R. To participate in committees relevant to state assessment, minimal goals and objectives and objective-referenced tests.

S. To attend and participate in national, regional, state and local conferences, institutes, seminars, and workshops for professional growth.

T. To participate in state and national committees pertinent to Bilingual/Bicultural Education and English as a Second Language.

U. To fulfill other duties and responsibilities as assigned by the Region Superintendent or his designee.

APPENDIX F

GLOSSARY OF TERMINOLOGY

GLOSSARY OF BILINGUAL/BICULTURAL EDUCATION TERMINOLOGY

Biculturalism

Functioning competently in two distinct cultures commonly understood as learning the characteristics of a new culture (the dominant one) while maintaining the native culture. Biculturalism is a significant component of a bilingual instruction program that is designed to meet the individual linguistic needs of children and utilizes two languages, one of which is English, the other the native language of the child, as the media of instruction.

Bilingual Endorsement as of September, 1977

Endorsement as a qualified bilingual instructor requires that the candidate hold a valid Michigan Teacher's Certificate. The bilingual endorsement has been defined as a group minor in an accredited college or university of at least twenty-four (24) semester hours. However, a teacher who is seeking the endorsement on an existing elementary or secondary certificate may qualify for the endorsement after completion of eighteen (18) semester hours of study in the methodology, linguistic, and cultural components of the training program provided that he/she passes the language proficiency examination and fulfills the field experience requirements.

Bilingualism

The use of two (2) languages by an individual.

Bilingual In-Service Training

Short term or part-time training of educational personnel already serving in bilingual instruction programs for children of limited English-speaking ability.

Bilingual Instruction

"Bilingual instruction" means the use of 2 languages, 1 of which is English, as media of instruction for speaking, reading, writing, or comprehension. "Bilingual instruction" may include instruction in the history and culture of the country, territory, or geographic area associated with the language spoken by children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States. (MICHIGAN P.A. 294 Sec. 390 (a))

Bilingual Maintenance Program

A program developed with the purpose of assisting a limited English-speaking child become fully proficient and academically functional in both the child's native language and English.

Dominant Language

The child's home language for learning and communication.

ESL (English as a Second Language)

A component of a bilingual/bicultural education program in which students are taught the English language.

Heritage and Culture Program

A bilingual education component focused on the study of local history and culture of the geographic area associated with the language spoken by the children enrolled in the program.

Languages, Primary; Home; first: or Native

The above terms have been used synonymously in the literature of bilingualism to mean the language first learned and/or most commonly used by the child and/or his family.

Language Proficiency Code

The code used to classify pupils enrolled in the Detroit Public School Bilingual Program according to three (3) broad categories:

Code A - Speaks all or mostly a language other than English

Code B - Bilingual

Code C - Speaks all or mostly English

(For a more complete definition, see Part II)

Language Proficiency Test

Broadly speaking, a language test designed to determine a child's level of mastery of essential language skills. In bilingual education, the language proficiency test may be administered in the child's first and/or second language.

LESA (Limited English-Speaking Ability)

When used in reference to bilingual education, it means a child who may have or be expected to have difficulty performing ordinary classwork in English because his native tongue is other than English, or because he comes from a home or an environment where the language spoken is other than English.

Monolingual

A person who speaks one language.

Multicultural

A term used to refer to persons who have been substantially exposed to more than two cultures.

Needs Assessment

The procedure used to determine eligibility of students to participate in a bilingual program. It refers to diagnostic procedures used to determine the educational needs of individual students enrolled in a bilingual program.

Second Language

A language learned subsequent to a speaker's native language. It can be the language of the school or of the wider community.

Segregation (Isolation)

Segregation or isolation when applied to the bilingual instructional program, refers to separation of children of limited English-speaking ability from the mainstream of the regular school program for more than two and one-half hours. However, there may be a few exceptions to the above.